

**Perceptions of Kentucky's Extended School Services Program
by District and School Coordinators**

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EXECUTIVE SUMMARY

The Extended School Services (ESS) program was established in 1990 as part of the Kentucky Education Reform Act (KERA) to address the needs of Kentucky's at-risk student population. Specifically, ESS is designed to be an aggressive, proactive program that diminishes academic problems before they recur and become long term. It extends the school day, week, or year for students at risk of academic failure and provides additional instructional time to help them meet academic goals. All Kentucky school districts receive funding specifically earmarked for ESS implementation; thus, nearly 1,450 schools have some type of ESS program.

To date, three major within-state (internal) evaluations of the ESS program have been completed (University of Kentucky, 1991; Kentucky Department of Education [KDE], 1993; and Joint Center for the Study of Educational Policy at the University of Kentucky and the University of Louisville, 1998). In 1999, the Kentucky Commissioner of Education called for an external evaluation, i.e., by an agency(ies) outside of Kentucky. Nesselrodt and Schaffer (of Dickinson College, Pennsylvania, and the University of Maryland, respectively) completed a pilot test of the ESS program evaluation in the spring of 2000. The pilot test yielded a data collection design, data collection procedures and instruments, and analysis procedures.

In the fall of 2001, KDE contracted with a partnership of AEL and Western Kentucky University (WKU) for a comprehensive evaluation of the ESS program during the 2001-02 school year. All learnings from the Nesselrodt and Schaffer pilot test were incorporated into AEL's evaluation design. Fifteen evaluation questions were assembled into the major categories of (1) identification, referral, and assignment of services; (2) profiles of students receiving services; (3) profiles of ESS programs and their implementation patterns; (4) services to students placed at risk; and (5) outcomes of the program. AEL's comprehensive evaluation of the ESS program consists of two major components to be completed by November 30, 2002: statewide surveys of district and school ESS coordinators and on-site visits to a sample of schools. The statewide surveys were administered in the fall of 2001; major purposes were to provide preliminary information regarding ESS programs statewide and to provide corroborative evidence supporting the generalizability, reliability, and validity of the findings from the on-site visit component.

This report summarizes findings from the administration of a questionnaire to district and school ESS coordinators across the state. These data are intended to inform KDE staff of ESS administrators' knowledge of, attitudes toward, and perceptions of their ESS programs. The main audiences for this report are KDE staff, Kentucky state board members, and Kentucky district and school ESS coordinators. Secondary audiences include other individuals or agencies interested in extended school services and/or helping students achieve academic success through nonregular instructional services.

The 179 district survey kits were mailed on August 31 by AEL staff, and consisted of a cover letter, survey, and stamped return envelope addressed to AEL. By the cutoff date of November 5,

151 usable completed surveys were received, for a return rate of 84%. The 1,433 school survey kits were mailed during the first week of September, and contained the same materials as the district kits. By November 5, 837 usable completed surveys were received, for a return rate of 59%.

District and school ESS coordinator surveys were scanned into databases and exported to SPSS for quantitative analyses (frequencies and percentages) of selected-response items. For qualitative analyses, staff coded and categorized responses to open-ended items. Nonparametric chi-square tests of independence were employed to determine significant differences between responses of district and school ESS coordinators, with Cramer's V values generated as a measure of association. Graphics (tables and figures) were generated as needed to clearly portray the findings from both surveys. To assess the degree of internal consistency, Cronbach alpha coefficients were computed for this administration of both the district and school coordinator surveys, using all selected-response items. This administration of the district coordinator survey resulted in a reliability coefficient of .59; the school coordinator survey, a coefficient of .58. While these are lower than desired, when balanced with the need for face validity they do verify that the survey items, in general, relate to and contribute to the same construct.

Based on the findings from the coordinator surveys, a number of conclusions were made about Kentucky's ESS program. However, the reader should keep in mind that the statewide surveys comprise just one component of the comprehensive evaluation; therefore, the survey results should not be interpreted solely in isolation from the second component, which is the on-site school visits.

- Responses about why students receive ESS services are consistent. Both groups of coordinators agree that the main reasons are to help students in danger of failing and to improve students' academic achievement. Student referrals to ESS come most often from their teachers, followed by parental requests.
- There is a discrepancy between district and school coordinators as to the availability of professional development related to ESS, with more district coordinators indicating that both school coordinators and ESS teachers received such training.
- Meetings regarding instructional design and/or goals and consultation on student performance are reported to occur informally rather than on a regular basis, which may delay student progress. For example, ESS teachers and regular teachers, parents, or students most often meet on an as-needed basis regarding instructional design. For consultations on student performance, ESS teachers and regular teachers usually consult monthly, ESS teachers and parents usually meet when report cards come out, and ESS teachers and students usually meet on a weekly basis.
- The two coordinator groups agree that the most important outcomes for ESS students are enhanced student achievement and increased motivation. Both groups indicate that district support and excellent staff relationships are key forces that lead to success of the ESS program, with more district coordinators favoring district support and more school coordinators favoring staff relationships.

- The two coordinator groups agree that ESS funds should remain as a separate categorical fund and not become part of the Support Education Excellence in Kentucky (SEEK) formula, with coordinators most often stating that the current system works well and is more effective and efficient. Favorable responses for including ESS funds in the SEEK formula seem to be a function of coordinators' expectations that their districts or schools would receive additional money.
- Both coordinator groups agree that additional funding or increased salaries, expanded parameters of the ESS program design, and additional professional development are the most needed improvements.
- District and school coordinators believe the benefits of the ESS program outweigh the difficulties, given that both groups cited far more strengths than problems. Further, both groups are overwhelmingly positive in their ratings of the overall effectiveness of the ESS program.
- The statistically significant differences between the two groups suggest that the district coordinators view the ESS program as it was originally designed and the school coordinators view it through the lens of "being in the trenches." For example, more district coordinators indicate that core subject areas are taught in ESS and more school coordinators indicate that additional subjects are taught (such as writing, arts/humanities, study skills, computer applications, and foreign language).
- District and school coordinators have good understandings of their respective ESS programs, given the close alignment of responses between the selected- and constructed-response items and between the two separate groups. For example, staff relationships and collaboration, building-level support and administration, and district-level support all were either rated highly or mentioned frequently as a strength or helpful force. Similarly, inadequate finances and student transportation were both either rated highly or mentioned frequently as a problem or challenge to overcome. Two other challenges emerged from both the district and school coordinators' open-ended responses: a lack of student interest or participation and an inadequate number of teachers.

In summary, it can be concluded that the ESS program is viewed positively by the district and school coordinators in terms of helping to address the needs of students who are at risk academically. Further, there is agreement among coordinators regarding funding preferences for, strengths of, challenges to, and improvements needed for their respective ESS programs.

A number of recommendations were suggested by AEL staff for KDE staff review and reflection. These recommendations focused on transportation, teacher salary, number of ESS teachers, professional development, communications, funding preferences, student motivation, and best practices.

INTRODUCTION

Background

The Extended School Services (ESS) program was established in 1990 as part of the Kentucky Education Reform Act (KERA). Designed specifically to address the needs of Kentucky's at-risk student population, ESS is designed to be an aggressive, proactive program that diminishes academic problems before they recur and become long term (Nesselrodt & Schaffer, 2000b). The ESS program extends the school day, week, or year for students at risk of academic failure, providing them with additional instructional time to help them meet academic goals. Rather than serving as an "add-on" or "stand-alone" program, ESS is designed to be an integral part of each school's regular academic program, thus ensuring that students are provided with instructional assistance in curricular areas in which they are performing poorly.

All Kentucky school districts receive funding specifically earmarked for ESS implementation. According to publications from the Division of Extended Learning of the Kentucky Department of Education (KDE), nearly every school within those districts provides such services; thus, nearly 1,450 schools have some type of ESS program (AEL, 2001; Quality Education Data, 1998).

Past Evaluations

To date, three major within-state (internal) evaluations of the ESS program have been completed (University of Kentucky, 1991; KDE, 1993; and Joint Center for the Study of Educational Policy at the University of Kentucky and the University of Louisville, 1998). In 1999, the Kentucky Commissioner of Education called for an external evaluation, i.e., by an agency(ies) outside of Kentucky. This evaluation was to be piloted in the spring of 2000 and conducted during the 2000-01 academic year (Nesselrodt & Schaffer, 2000b).

The KDE approved a plan submitted by Drs. Pamela Nesselrodt and Eugene Schaffer (of Dickinson College, Pennsylvania, and the University of Maryland, respectively), which focused on four major categories related to the ESS program: identification, referral, and assignment of services; profiles of students receiving services; profiles of ESS programs; and outcomes of the programs (Nesselrodt & Schaffer, 2000a). The evaluators recommended using a variety of data collection procedures, including written surveys of multiple groups, interviews with samples from those groups, written program descriptions, classroom and ESS session observations, analysis of standardized achievement test scores, and statistical analysis of outcomes data.

Nesselrodt and Schaffer completed a pilot test of the ESS program in the spring of 2000, which resulted in two reports—one on the design, testing, and refinement of instruments and another on the refinement and finalization of research questions and methodology. The pilot test yielded a data collection design, data collection procedures and instruments, and analysis procedures.

Current Evaluation

In the fall of 2001, KDE contracted with a partnership of AEL and Western Kentucky University (WKU) for a comprehensive evaluation of the ESS program during the 2001-02 school year. All learnings from the pilot test were incorporated into AEL's evaluation design. Fifteen evaluation questions were assembled into the major categories of (1) identification, referral, and assignment of services; (2) profiles of students receiving services; (3) profiles of ESS programs and their implementation patterns; (4) services to students placed at risk; and (5) outcomes of the program.

AEL's comprehensive evaluation of the ESS program consists of two major components—statewide surveys and on-site visits—to be completed by November 30, 2002. The surveys were administered to the district and school ESS coordinators in the fall of 2001.

The on-site visits will replicate most of the procedures and data collection instruments utilized in the pilot test, with modifications as described. A pair of trained data collectors will make scheduled four-day visits to a sample of 24 schools with ESS programs (18 during fall/winter 2001-02 and 6 in summer 2002) to collect both qualitative and quantitative data from a variety of ESS stakeholder groups.* Such data collection will involve classroom and ESS session observations; interviews with ESS teachers, ESS students, ESS parents, the school ESS coordinator, and the ESS district coordinator; surveys of non-ESS teachers, ESS teachers, ESS students, and ESS parents; a school and program description form; and written documentation such as the school's Consolidated Plan and Needs Assessment, as well as descriptions/policies of the ESS program. In addition, AEL added two new instruments—the Innovation Component Configuration Map, to generate patterns of implementation across ESS programs, and the *AEL Continuous School Improvement Questionnaire*, to measure the extent to which a school faculty is committed to continuous improvement.

*A two-stage sampling process was implemented to identify the 24 schools. KDE staff developed a six-step process to establish a pool of 48 schools, which included reviewing student achievement data, free/reduced lunch levels, overall academic student index, ethnicity, school-level indicators such as novice-level readers and dropout rates, comparisons of subsets of student scores within schools, and geographic and demographic representations. See Appendix A for the KDE school selection process for the ESS evaluation. AEL completed the second stage by securing Johnson locale codes (National Center for Education Statistics, 2001) and published enrollment figures (Quality Education Data, 1998) for each school in the pool. Using a combination of building level, geography, urbanicity, and enrollment, AEL staff selected the 18 schools for the fall/winter 2001-02 visits.

Purposes of Study

The major purposes for the statewide surveys administered in the fall of 2001 were to provide preliminary information regarding ESS programs statewide and to provide corroborative evidence supporting the generalizability, reliability, and validity of the findings from the on-site visit component of the ESS evaluation scheduled for completion by the fall of 2002.

This report summarizes findings from the administration of a questionnaire to district and school ESS coordinators across the state. These data are intended to inform KDE staff of ESS administrators' knowledge of, attitudes toward, and perceptions of their ESS programs.

Report Audiences

The main audiences for this report are KDE staff, Kentucky state board members, and Kentucky district and school ESS coordinators. Secondary audiences include other individuals or agencies interested in extended school services and/or helping students achieve academic success through nonregular instructional services.

METHODOLOGY

Instrumentation

District coordinator survey. The Nesselrodt and Schaffer version of the district ESS coordinator questionnaire contained 24 items, 4 of which were open-ended, and focused on community, school, and ESS descriptions; selection and retention; consolidated plan; children's perceptions; relationship to regular school programs; role of parents; and staffing and evaluation. AEL revised the survey to convert it to a scannable format and included additional questions as suggested by KDE staff (regarding technology usage in ESS sessions and preferences for ESS fund disbursement). The survey was reviewed and approved by AEL's Institutional Review Board in August 2001. The final version consisted of 28 items on 11 x 17 paper, printed on both sides, and perforated and folded. Face and content validity of the Nesselrodt and Schaffer instrument were established in the pilot test. See Appendix B for a copy of the final survey.

School coordinator survey. The Nesselrodt and Schaffer version of the school ESS coordinator questionnaire contained 23 items, 4 of which were open-ended, and focused on the same areas as the district coordinator survey. AEL revised the survey to convert it to a scannable format and included additional questions and response options as suggested by KDE staff. The survey was reviewed and approved by AEL's Institutional Review Board in August 2001. The final version consisted of 3 demographic variables (role, building level, and urbanicity) and 26 items on 11 x 17 paper, printed on both sides, and perforated and folded. Face and content validity of the Nesselrodt and Schaffer instrument were established in the pilot test. See Appendix C for a copy of the final survey.

Data Collection Procedures

The statewide school and district ESS coordinator surveys comprise the first major component of AEL's comprehensive evaluation of the ESS program. In August 2001, KDE provided AEL with population lists of ESS districts (N=179) and principals of schools with ESS programs (N=1,433). A cover letter was drafted by AEL staff, which was then submitted to KDE for finalization and signed by Commissioner Gene Wilhoit.

The 179 district survey kits were mailed on August 31 by AEL staff, and consisted of a cover letter, survey, and stamped return envelope addressed to AEL. A follow-up letter was sent by AEL staff in mid-September and, in response to the offer to send replacement surveys, several district coordinators did request duplicate surveys during the remainder of September and October. By the cutoff date of November 5, 151 usable completed surveys were received, for a return rate of 84%.

The 1,433 school survey kits were mailed during the first week of September, and contained the same materials as the district kits. Because KDE did not have a list of all school-level ESS coordinators, the kits were sent to the school principals, who were instructed to forward the materials to the appropriate person. The 48 schools identified as the on-site visit sample pool were coded numerically so their results could be compared statistically to the data collected during the subsequent on-site visits. A follow-up letter was sent by AEL staff in late September, and several school coordinators did request duplicate surveys during October. A second full kit was mailed in October to those coordinators of the 48 sample schools who had not yet responded.

Seventeen of the school principals or ESS coordinators replied that their schools were not currently operating ESS programs, while one survey kit was returned due to an incorrect school address. By the cutoff date of November 5, 837 usable completed surveys were received, for a return rate of 59% of the revised population of 1,415 (1,433 minus the 18 noted here).

Data Analysis Procedures

District and school ESS coordinator surveys were scanned into databases and exported to SPSS for quantitative analyses (frequencies and percentages) of selected-response items. For qualitative analyses, staff coded and categorized responses to open-ended items. Nonparametric chi-square tests of independence were employed to determine significant differences between responses of district and school ESS coordinators, with Cramer's V values generated as a measure of association. Graphics (tables and figures) were generated as needed to clearly portray the findings from both surveys.

Reliability

To assess the degree of internal consistency, Cronbach alpha coefficients were computed for this administration of both the district and school coordinator surveys, using all selected-response items. While traditionally intended for interval (scaled) items, this procedure is used here in an exploratory manner to help quantify the psychometric properties of the instruments. This administration of the district coordinator survey resulted in a coefficient of .59; the school coordinator survey, a coefficient of .58. While these are lower than desired, when balanced with the need for face validity they do verify that the survey items, in general, relate to and contribute to the same construct.

FINDINGS

District Level

As noted earlier, 151 district ESS coordinators completed and returned their ESS surveys. The first question asked respondents to identify, from a provided list, all of the most common reasons why students received ESS services. Nearly all respondents (95%) noted such services were provided when students were in danger of failing a course or to improve students' academic achievement. Nearly half (48%) indicated the purpose was to extend learning time, while 44% said it was for students in danger of dropping out of school. See Figure 1 for response percentages for each response option (figures are provided where necessary to help the reader visualize the variance among response options). Of the 6% who selected the "other" response, 25% of their comments were related to homework and the remainder were idiosyncratic.

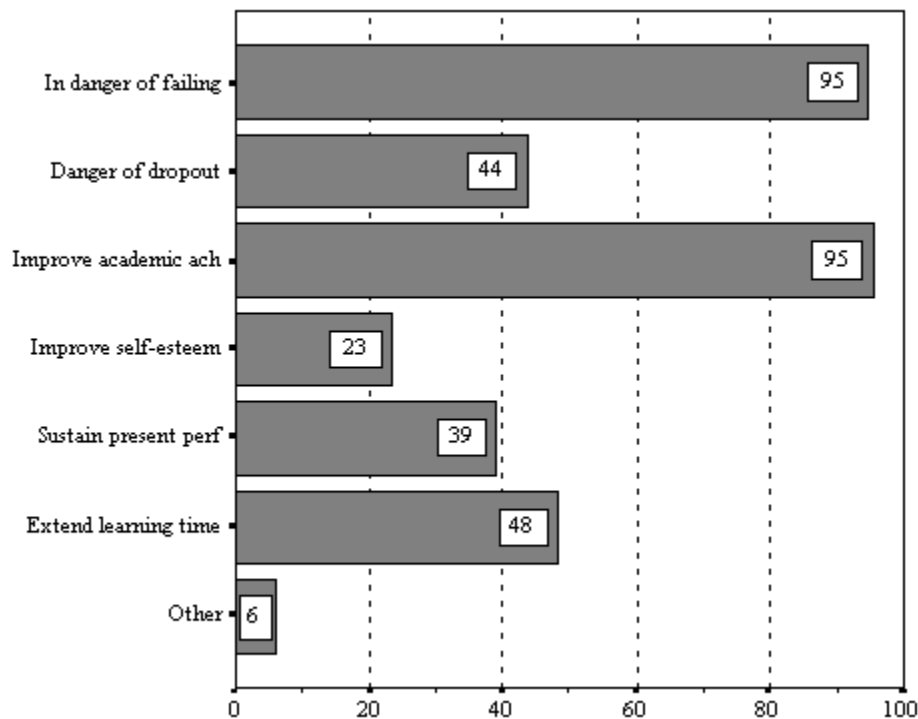


Figure 1: District Coordinator Response Option Percentages for Question 1
(What are the most common reasons that students receive ESS?)

Respondents were then asked to identify from a list of options how the district's students were selected for ESS. All of the district coordinators indicated that teacher recommendations were used, and two thirds indicated that parents requested such services. Nearly half (45%) indicated that students also requested ESS services. See Figure 2 for response percentages for each response option. Of the 7% who selected the "other" response, 47% said students were selected using test/grade information, 20% by standardized test scores, and 33% by some other criterion.

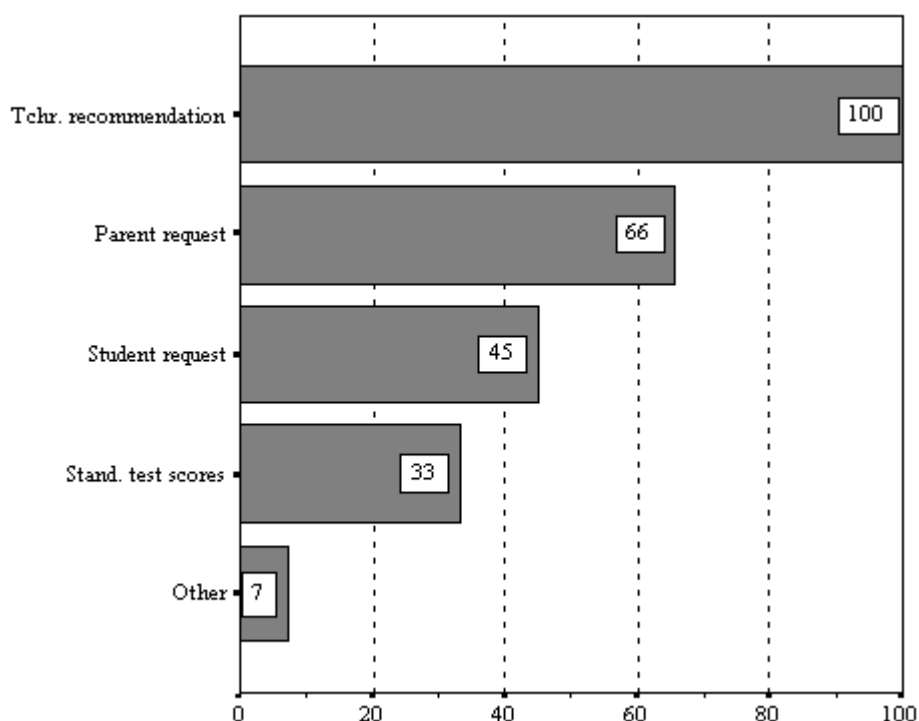


Figure 2: District Coordinator Response Option Percentages for Question 2
(How are most of the district's students selected for ESS?)

When asked to indicate all the subjects being taught in ESS classrooms, nearly all respondents selected math (100%), reading (99%), English (94%), science (93%), and social studies (84%). Of the 26% who selected the "other" option, about a fourth each indicated arts and humanities (27%) or writing (25%). Approximately 10% each mentioned life skills or practical living skills (11%), foreign language (11%), or study skills (9%); the remaining 18% offered a variety of idiosyncratic subjects.*

*As noted on the previous page, figures are provided only where necessary to help the reader visualize the variance among response options.

Responses were mixed when district coordinators were asked to identify the ways in which technology is used in ESS classrooms. About three fourths selected drill and practice/academic games (82%) and research tools (74%), followed by two thirds selecting curriculum (64%). See Figure 3 for response percentages for each response option.

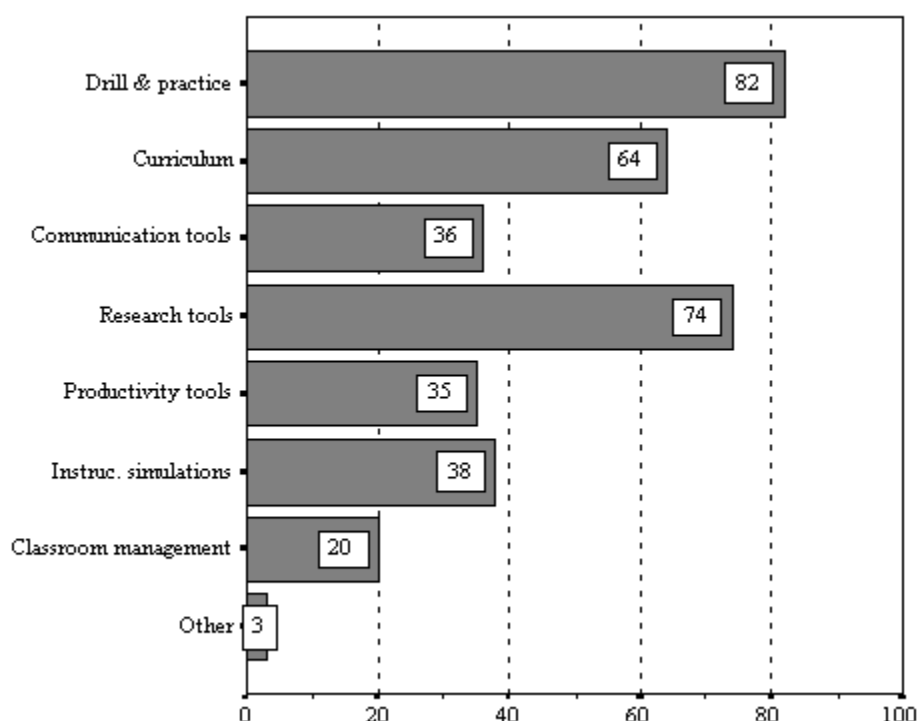


Figure 3: District Coordinator Response Option Percentages for Question 4
(How is technology used in ESS classrooms?)

When asked if they had received staff development related to ESS, 68% of the respondents responded affirmatively. Nearly all of those respondents (85%) felt the training they had received was adequate. When asked if school-level coordinators in their district had received staff development related to ESS, two thirds (66%) responded affirmatively. Of those 66%, 88% believed the staff development the school coordinators received was adequate.

Respondents were then asked whether ESS teachers and non-ESS teachers in their district had received staff development related to ESS. Half (50%) believed that ESS teachers had received staff development, 82% of whom thought the training was adequate. Only 24% believed that non-ESS teachers had received staff development related to ESS, of whom 88% believed that the staff development had been adequate.

In Question 13, respondents were asked to select a single response regarding how often ESS and regular classroom teachers consulted on the design of instruction and/or goals. However, based on respondent feedback, it was decided to analyze this question as a multiple-response item, given that many district coordinators indicated that their responses varied for individual schools within their district and selected more than one response. Nearly two thirds (64%) indicated that such consultation took place on an as-needed basis, with 47% indicating that regular classroom teachers are also teaching their students in ESS. See Figure 4 for response percentages for each response option.

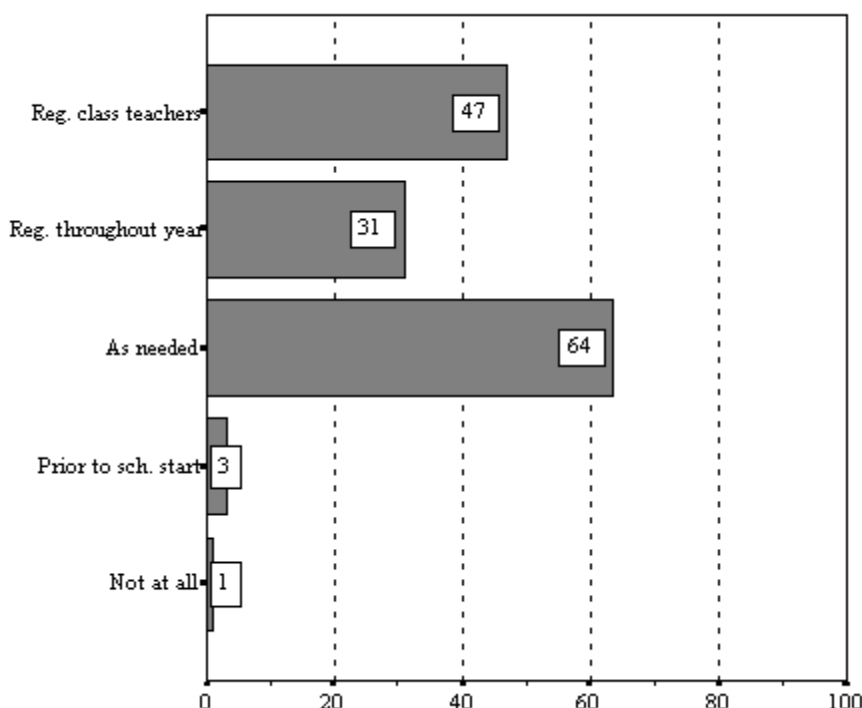


Figure 4: District Coordinator Response Option Percentages for Question 13
(How often do ESS and regular classroom teachers consult on the design of instruction and/or goals?)

Similarly, in Question 14, respondents were asked to indicate how often the ESS and regular classroom teachers consulted on student performance. Again, based on respondent feedback, it was decided to analyze this question as a multiple-response option. Slightly more than half (51%) reported such consultation took place at least once a month, 25% said at least once a week, and 23% said the question was not applicable, since the regular teacher was the ESS teacher. See Figure 5 for response percentages for each response option.

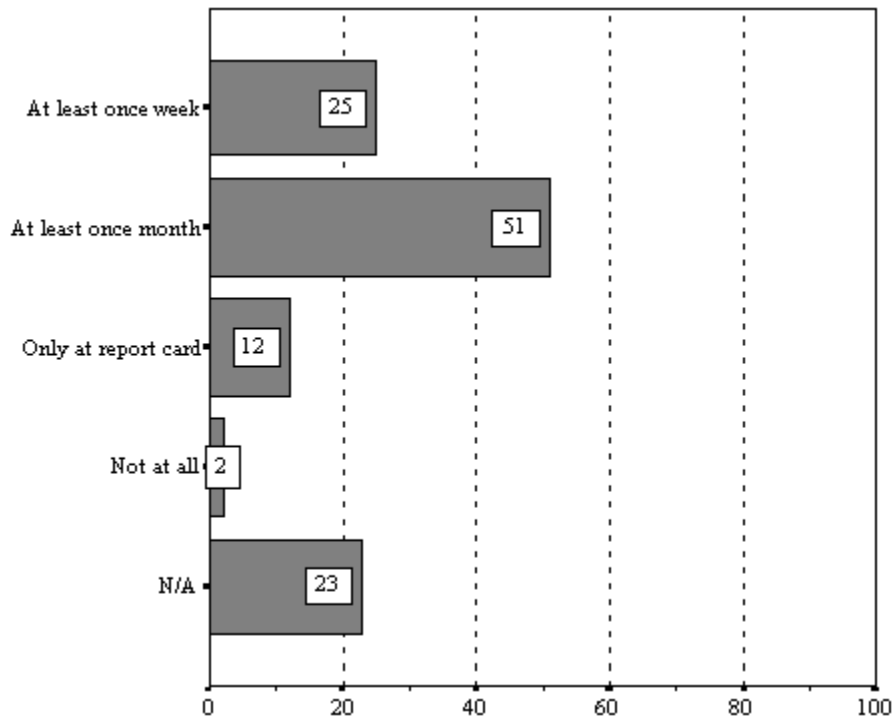


Figure 5: District Coordinator Response Option Percentages for Question 14
(How often do ESS and regular classroom teachers consult on student performance?)

District coordinators were then asked how often ESS teachers and parents consulted on student goals and student performance. More than two thirds (70%) responded that consultation on student goals took place as needed throughout the school year, 15% reported regular consultation throughout the school year, 10% reported no consultation, and 5% said only prior to the start of school. For consultation on student performance, about equal numbers reported consultation at report card time (45%) and at least monthly (42%), 11% reported no consultation, and 1% reported at least weekly consultation between ESS teachers and parents.

The next two questions dealt with consultation between ESS teachers and students on student goals and student performance. More than half (60%) reported consultation on student goals as needed throughout the school year, 35% said regular consultation throughout the school year, 3% said not at all, and 2% said only prior to the start of school. For consultation on student performance, nearly half (48%) reported at least weekly, 32% said at least monthly, 18% said only at report card time, and 2% said not at all.

For a comparison between the above two questions regarding consultation between ESS teachers and either parents or students regarding student goals, see Table 1. For a comparison between the above two questions regarding consultation between ESS teachers and either parents or students regarding student performance, see Table 2.

Table 1: District Coordinator Response Option Percentages for Questions 15 and 17

Response Option	#15: How often do ESS teachers and <i>parents</i> consult on student goals?	#17: How often do ESS teachers and <i>students</i> consult on student goals?
	Percentage	Percentage
Regularly throughout school year	15%	35%
As needed throughout school year	70%	60%
Only prior to the start of school	5%	2%
Not at all	10%	3%

Table 2: District Coordinator Response Option Percentages for Questions 16 and 18

Response Option	#16: How often do ESS teachers and <i>parents</i> consult on student performance?	#18: How often do ESS teachers and <i>students</i> consult on student performance?
	Percentage	Percentage
At least weekly	1%	48%
At least monthly	42%	32%
Only at report card time	45%	18%
Not at all	11%	2%

When asked what were the most important ESS outcomes for the students, 99% of the district coordinators indicated enhanced academic achievement. Almost two thirds (62%) selected increased motivation and nearly half (48%) selected increased self-esteem. See Figure 6 for response percentages for each response option. Of the 6% who selected the "other" response, 33% each said completion of work assignments or passing grades.

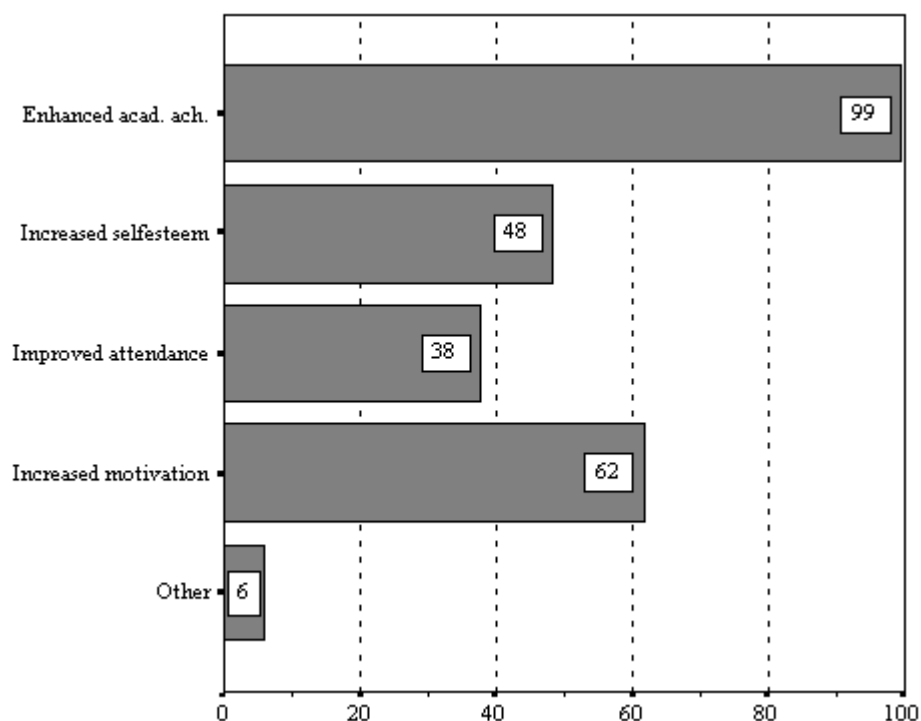


Figure 6: District Coordinator Response Option Percentages for Question 19
(What are the most important ESS outcomes for the students?)

In Question 20, respondents were asked to indicate, from a list of options, all of the forces that helped ESS to succeed in their district. Nearly three fourths (74%) indicated a clear support or mandate from their district or other political actions. Nearly two thirds (62%) selected excellent relationships among staff. About half selected either clear support from parents or community (50%) or outstanding principal/coordinator administration (49%). See Figure 7 for response percentages for each response option. Of the 11% who selected the "other" response, 33% noted staff commitment and willingness, 22% noted district or school coordinator, 17% noted excellent/experienced teachers, and 11% each noted consolidated plans and transportation provided to students.

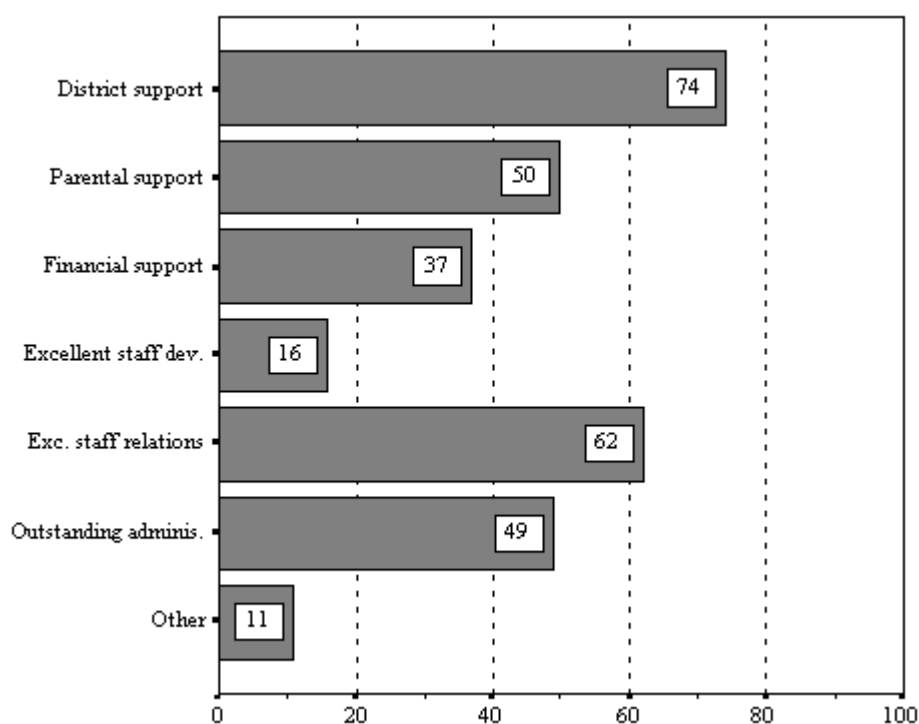


Figure 7: District Coordinator Response Option Percentages for Question 20
(What forces have helped ESS to succeed in your district?)

When asked what problems or obstacles had been encountered in implementing ESS in their districts, respondents selected all of the response options to varying extents. Nearly half (45%) noted student transportation, 24% noted inadequate financial support, and 20% noted inadequate preparation of teachers or other support staff. See Figure 8 for response percentages for each response option. Of the 28% who selected the "other" response, nearly a third (32%) noted lack of teachers or that teachers were not interested, 20% noted lack of student motivation or participation, and 18% mentioned timing conflicts.

When asked to describe the overall effectiveness of ESS in their districts, 70% selected good, 17% excellent, 12% fair, and only 1% selected poor. District coordinators were then asked whether providing funds through the Support Education Excellence in Kentucky (SEEK) formula or continuing funding through separate categorical funds would be better for students and schools. In response, 88% indicated a preference for continuing separate categorical funding to districts. When asked to explain their preference regarding funding (Question 24), 40% of the 132 who provided comments noted that earmarked funds are best, 14% said that the categorical disbursement is more efficient and effective, and 14% said that SEEK funding would provide more funds or more flexibility. See Table 3 for further details of funding comments.

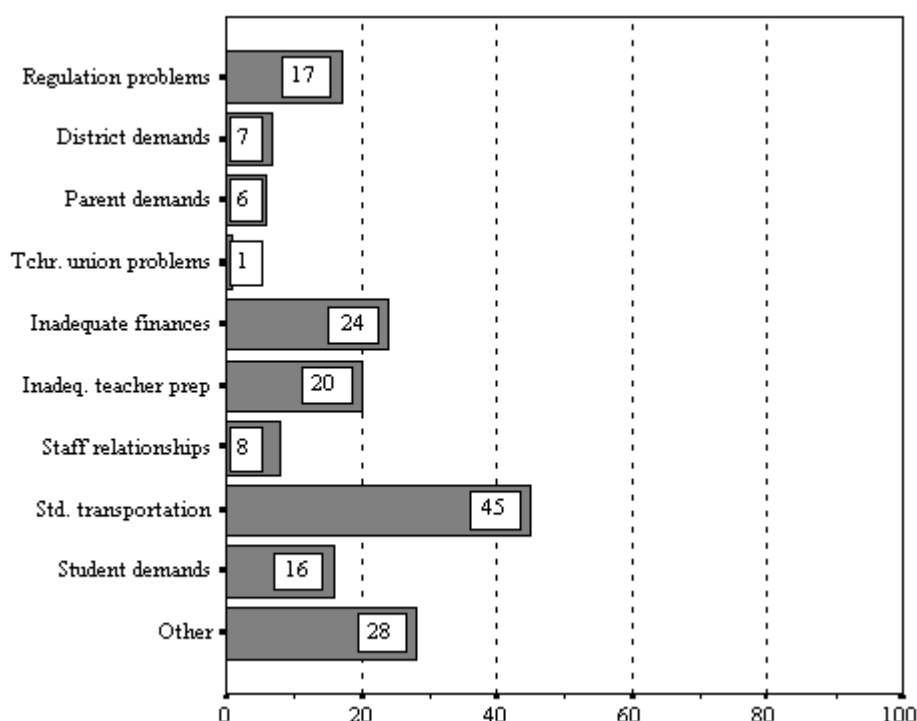


Figure 8: District Coordinator Response Option Percentages for Question 21
(What problems or obstacles have been encountered in implementing ESS in your district?)

When asked to identify the major strengths of ESS in their districts (Question 25), nearly all respondents provided numerous strengths, for a total of 276 comments. Five main topics were noted: the ESS program (31%), students (21%), teachers (20%), staff (17%), and other (10%). Specific comments related to the ESS program included flexibility (including funding, time, scheduling), the focus on individual student needs, the improved student performance, the small groups or low teacher/student ratio, the number of students reached, the innovative and creative design of the program, the focus on core content areas (reading, math, writing), the evaluation of student progress, and other idiosyncratic responses.

Table 3: District Coordinator Summary of Open-Ended Comments for Question 24
(Why do you believe the option you chose for disbursing ESS funds would be better for students and schools?)

% Responses (N=132)	Category	Representative Comments
40%	Categorical earmarked funds are best	<ul style="list-style-type: none"> - Keeping ESS funds separate will help the schools earmark those funds for ESS only. - Separate categorical funding is less likely to be used inappropriately, gives program ownership to schools.
14%	Categorical is more effective/efficient	<ul style="list-style-type: none"> - It is clear cut and easy to allocate. - If money is distributed through SEEK, I am not sure money would be used as effectively.
14%	SEEK funding would provide more funds or more flexibility	<ul style="list-style-type: none"> - SEEK funding would be more stable, we could possibly receive more funds. - Money could be used for programs necessary to increase student performance during regular school day.
11%	Categorical is more accountable, better tracking of funds	<ul style="list-style-type: none"> - Separate program/allocation makes it easier to track funding—directly to ESS related services. - Separate funds are easier to keep track of and ensure it's spent on at-risk students.
9%	Categorical is more focused, clearer use	<ul style="list-style-type: none"> - Ensures that ESS remains focused on student needs—monies aren't diluted with general funds. - It gives a better picture of what funds are available in your district to use for ESS.
7%	Other/miscellaneous	<ul style="list-style-type: none"> - Because I don't fully understand the SEEK formula. - We are a small school system and I am afraid our amount would be cut if allocated through SEEK formula.
5%	Categorical works well as is	<ul style="list-style-type: none"> - This has worked out before, so why not leave it as is? - Because it has worked in the past.

Specific student-related comments regarding ESS strengths included providing students with the extra time and/or help they needed, the students' desire to attend the program and to increase their achievement, the transportation provided to students, helping students to avoid failing or helping them to catch up if they were failing, the increased levels of self-confidence and self-esteem of participating students, and helping students keep up with classmates, as well as other miscellaneous comments.

Specific teacher-related comments included the commitment/dedication and desire of teachers to help students, the communication between ESS and regular teachers, the willingness of teachers to participate in the ESS program, the experience and qualifications of the ESS teachers, and other miscellaneous comments.

Specific staff-related comments included the support, knowledge, and organization of staff members in general; building-level support and leadership; and district support and cooperation. Other comments focused on the parental cooperation and support for the ESS program; the communication among teachers, students, and parents; and other miscellaneous responses. See Table 4 for further details regarding major strengths of ESS.

District coordinators were then asked to identify the biggest challenges faced by ESS in their districts (Question 26). Again, nearly all respondents noted challenges for a total of 207 comments. Nearly a fourth of the comments (23%) noted difficulties with student transportation; 18% mentioned difficulties in getting an adequate number of ESS teachers or the need for a lower teacher/student ratio; 12% noted lack of student interest or motivation for ESS participation; and 11% mentioned inadequate funding. A variety of other themes were mentioned, including a lack of parent support, a superficial focus on homework, lack of interest of middle or high school students, the need to focus more on individual student weaknesses, scheduling conflicts, lack of time, and other miscellaneous comments. See Table 5 for further details regarding specific challenges to ESS.

When asked to suggest recommendations for improvements to their ESS programs (Question 27), the majority of coordinators responded, some with multiple suggestions, for a total of 152 comments. Almost a third of the comments (29%) were idiosyncratic in nature. Seventeen percent suggested more funding or increased salaries, 12% recommended expanding and serving more students, 11% suggested offering ESS services during the regular school day, and 9% requested additional professional development. A variety of miscellaneous topics included more creative/innovative programs, increased transportation funds, improved communications, policy or regulation changes, and a focus on test scores and student improvement. See Table 6 for further details regarding suggested improvements.

Table 4: District Coordinator Summary of Open-Ended Comments for Question 25
(What are the major strengths of ESS in your district?)

% Responses (N=276)	Category	Representative Comments
31%	<i>Program Components:</i> Adherence to guidelines Evaluation of std. progress Content focus Flexibility Individual focus on students Innovative/creative/new Focus on lacking skills Second chance for mid/high Number students reached Aligned with stands./tests Low teacher/student ratio Results (improved perf.)	<ul style="list-style-type: none"> - Flexibility—each school receives an allocation of ESS funds to use as the SBDM council determines best addresses the needs of the students. - The program focuses on student needs and individual learning styles. - Willingness of some schools to implement ESS in a "new," improved way that interests students. - We are a small district so we can reach a good percent of our student population. - More individualized help by having smaller groups. - The number of students who show improvement in academics.
21%	<i>Students:</i> Increased self-esteem Extra time and/or help Keep from failing Able to ride bus Smooth transitions Desire to attend/participate One-on-one time with tchr. Hands-on experiences Lower dropout rate Keep up with other students	<ul style="list-style-type: none"> - Students who need help academically are receiving help. - There has been a decrease in the number of possible retentions at all grade levels. - Transportation for students so that all students who need ESS can take part in the program. - Students want to stay for ESS, they are not made to stay. - Helps students keep pace with others in reg. class. - Success for students in classrooms helps their self-esteem and helps set higher goals.
20%	<i>Teachers:</i> Caring/commitment Collaboration with others Knowledgeable/experienced Good quality instruction Referral system Communicate with reg. tchr. Willing to teach ESS	<ul style="list-style-type: none"> - The desire of our teachers to help students overcome academic deficiencies. - Teachers working together to serve the needs of each student. - Strong, knowledgeable teachers. - Teachers are willing to teach ESS and are not forced; even in some schools when funds are short, they will teach at an aide's rate.
17%	<i>Staff:</i> Knowledge/organization Building support/leadership District support/cooperation Commitment to students	<ul style="list-style-type: none"> - The staff are a major strength of ESS in our district. They are so caring and work so hard to make our program beneficial and enjoyable for our students. - Strong district support.
10%	<i>Other:</i> Relationships Parent cooperation Miscellaneous	<ul style="list-style-type: none"> - Teacher/student/parent working relationship. - Increased parental involvement. - Good collaboration with other programs and agencies.

Table 5: District Coordinator Summary of Open-Ended Comments for Question 26
(What are the biggest challenges faced by ESS in your district?)

% Responses (N=207)	Category	Representative Comments
23%	Transportation	- The cost for transportation is too great for a small school district that is spread over so many miles.
18%	Inadequate number of teachers	- Many times we have problems getting teachers to teach in these extra hours programs.
12%	Lack of student interest or motivation	- Students do not attend either because parents do not support ESS or child does not want to attend.
11%	Inadequate funding	- Having enough funds to do both regular and summer sessions.
8%	Lack of parent involvement or support	- Attitude of some parents who see it as a reflection on them if their child is referred.
6%	Focus beyond tutoring or homework help	- To persuade schools to branch out from the traditional method of "tutoring" or "homework" help.
5%	Lack of interest at middle or high school level	- Getting middle and high school students to take advantage of after school tutoring.
4%	Focus on meeting individual student needs	- Ensuring teaching focus is on an individual student's weaknesses.
4%	Scheduling conflicts	- Students and our best teachers have other responsibilities outside the regular school day.
3%	Lack of time	- Time factor (many teachers value time over \$\$\$ after school).
2%	Miscellaneous	- Challenges such as focusing on student needs, staff participation, and building-level leadership have been overcome in the last two years.
1%	Paperwork	- Excessive paperwork required to rotate students in and out of the program as needed.
1%	Guideline difficulties	- Spending the money because of restricted guidelines.

Table 6: District Coordinator Summary of Open-Ended Comments for Question 27
(What recommendations would you make to improve ESS in your district?)

% Responses (N=152)	Category	Representative Comments
29%	Miscellaneous	<ul style="list-style-type: none"> - Better defined eligibility criteria in some schools. - Elem. students, esp. primary, do not accomplish enough in that extra hour to justify the expense. - We look at our ESS program often to assess strengths and weaknesses.
17%	More funds, pay, or salary	<ul style="list-style-type: none"> - Increased funding to allow for additional time. - More funding to increase teachers' stipends.
12%	Expand, broaden, and serve more students	<ul style="list-style-type: none"> - We need to have it more than two times a week. - Extend services to more students.
11%	Allow ESS during regular day or regular teachers	<ul style="list-style-type: none"> - Allow districts to use ESS funds as some form of remediation during the regular school day.
9%	Professional development, staff training, workshops	<ul style="list-style-type: none"> - Need more staff to attend the ESS summer institute and other ESS-related training.
6%	Creative, innovative, and effective program/instruc.	<ul style="list-style-type: none"> - Look for and explore new and different ways to deliver effective instruction.
4%	Provide transportation or funds for more services	<ul style="list-style-type: none"> - More money for transportation; it drains our money for instruction.
4%	Improve communications with teachers, parents, etc.	<ul style="list-style-type: none"> - Continued and improved communication with school personnel and strong communication framework for parents.
4%	Change in policy or guidelines	<ul style="list-style-type: none"> - SBDM and building policy requiring students to participate in ESS program.
3%	Focus on test scores, student improvement	<ul style="list-style-type: none"> - More monitoring of student progress. - Focus on student academic improvements.
1%	Add money into SEEK formula	<ul style="list-style-type: none"> - Add the ESS money to the SEEK formula. - Combine special grant funds into reg. allocations.
1%	Continue a new program, component, or aspect	<ul style="list-style-type: none"> - Continued literacy component—new, innovative ideas for teaching high-level skills and basic skills.

Finally, respondents were given the opportunity to add other ESS-related comments (Question 28). About half of the district coordinators replied to this item, with two providing multiple responses, for a total of 83 comments. More than half (60%) provided some type of endorsement of the program or its components or outcomes, such as helped meet goals, a wonderful opportunity, a tremendous impact, etc. One respondent noted, "The ESS program is one of the most positive arms of education reform in KY." Sixteen percent provided comments requesting funding and/or regulation changes. Eight percent recognized improvements that could be made locally and the remaining comments (16%) were idiosyncratic in nature. See Table 7 for further details regarding additional ESS comments.

Table 7: District Coordinator Summary of Open-Ended Comments for Question 28
(*What else should we know about ESS?*)

% Responses (N=83)	Category	Representative Comments
60%	Endorsements of program, components, or outcomes	<ul style="list-style-type: none"> - ESS has had a tremendous impact on helping kids. - The outcomes are positive. - A public relations home run. - Best idea in KERA. - Great program! - Overall it is a very valuable program.
16%	Request for funding or regulation change	<ul style="list-style-type: none"> - ESS dollars need to be used during school day. - Statewide funding of ESS needs to be reassessed. - Programs may need to be monitored more.
16%	Miscellaneous	<ul style="list-style-type: none"> - We need data on how ESS is being used in schools with intersession. - ESS should be more effective than it is in our county.
8%	Recognition of improvements that could be made locally	<ul style="list-style-type: none"> - ESS has allowed us to provide more learning time to move some students from novice to apprentice. I'd like to be able to concentrate more on moving students from apprentice to proficient.

School Level

As noted earlier, 837 of the school ESS coordinators completed and returned their ESS surveys. When asked to indicate their role, 39% selected ESS coordinator, 30% selected ESS coordinator and teacher, 14% each selected either principal or ESS coordinator and principal, and the remainder selected classroom teacher or other role.

Of the school ESS coordinators, 59% indicated they worked in an elementary school, followed by 19% at high school, 18% at middle school, and 4% at some other building level. Sixty-nine percent indicated their school was rural, 19% suburban, and 12% urban.

The first question asked respondents to identify, from a provided list, all of the most common reasons why students received ESS services. Nearly all respondents (92%) noted such services were provided to improve students' academic achievement. More than three fourths (76%) indicated the purpose was to assist students in danger of failing, and nearly half (46%) indicated it was to extend learning time. See Figure 9 for response percentages for each response option. Of the 8% who selected the "other" response, 21% made idiosyncratic comments, 19% said making up credit or work, 13% said homework help, and 12% said enrichment.

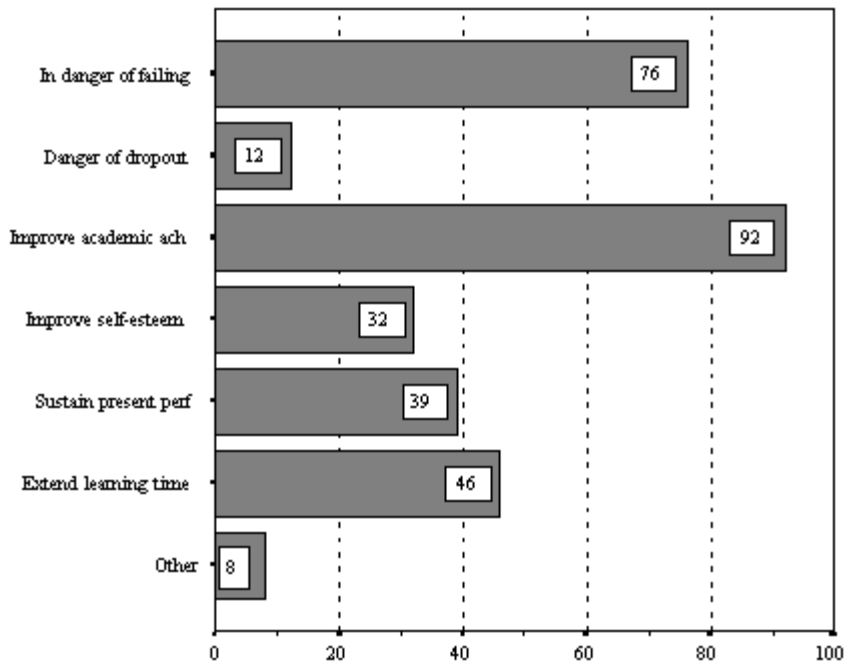


Figure 9: School Coordinator Response Option Percentages for Question 1
(What are the most common reasons that students receive ESS?)

Respondents were then asked to identify, from a list of options, the ways in which most of the school's students were selected for ESS. Nearly all (97%) of the school coordinators indicated that teacher recommendations were used, and two thirds (66%) indicated that parents requested such services. About a third (34%) each said students requested ESS services and that standardized test scores were used for selecting students. See Figure 10 for response percentages for each response option. Of the 8% who selected the "other" response, 28% mentioned grades/assessments, 21% mentioned standardized tests, and 10% mentioned counselors.

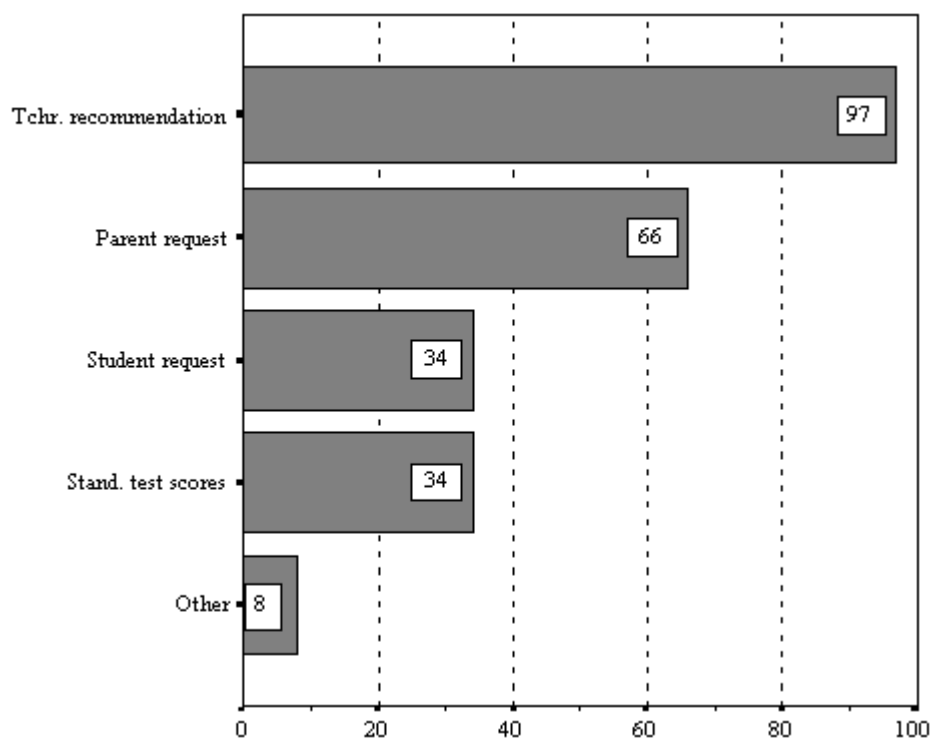


Figure 10: School Coordinator Response Option Percentages for Question 2
(How are most of your students selected for ESS?)

When asked to indicate all the subjects being taught in ESS classrooms, nearly all respondents selected math (95%) and reading (86%). About two thirds selected English (67%) and science (61%). See Figure 11 for response percentages for each response option. For the 36% who selected the "other" option, more than a third (36%) said writing, followed by arts/humanities (10%), study skills (7%), computer applications (7%), foreign languages (6%), and a variety of other miscellaneous subjects.

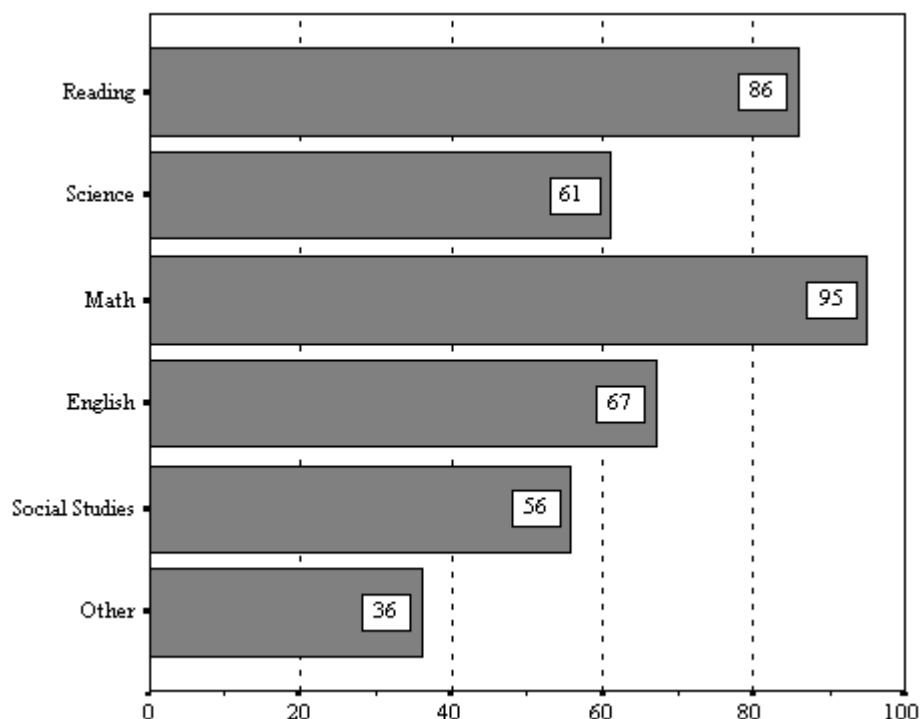


Figure 11: School Coordinator Response Option Percentages for Question 3
(What subjects are being taught in the ESS program?)

Responses were mixed when school coordinators were asked to identify the ways in which technology is used in ESS classrooms. About three fourths selected drill and practice/academic games (74%). Approximately half selected research tools (58%) and curriculum (46%). See Figure 12 for response percentages for each response option. For the 8% who selected the "other" option, 22% mentioned portfolios, 19% mentioned the Accelerated Reader program, 12% mentioned word processing, 11% mentioned various web sites, and 8% mentioned testing/assessment; the remaining comments were miscellaneous in nature.

When asked if they had received staff development related to ESS, 57% of the school coordinators responded affirmatively. Nearly all of those respondents (94%) felt the training was adequate. Coordinators were then asked whether ESS teachers and non-ESS teachers in their schools had received staff development related to ESS. Nearly half (41%) believed that ESS teachers had received staff development, 94% of whom thought the training was adequate. Only 18% believed that non-ESS teachers had received staff development related to ESS, of whom 94% believed that the staff development had been adequate.

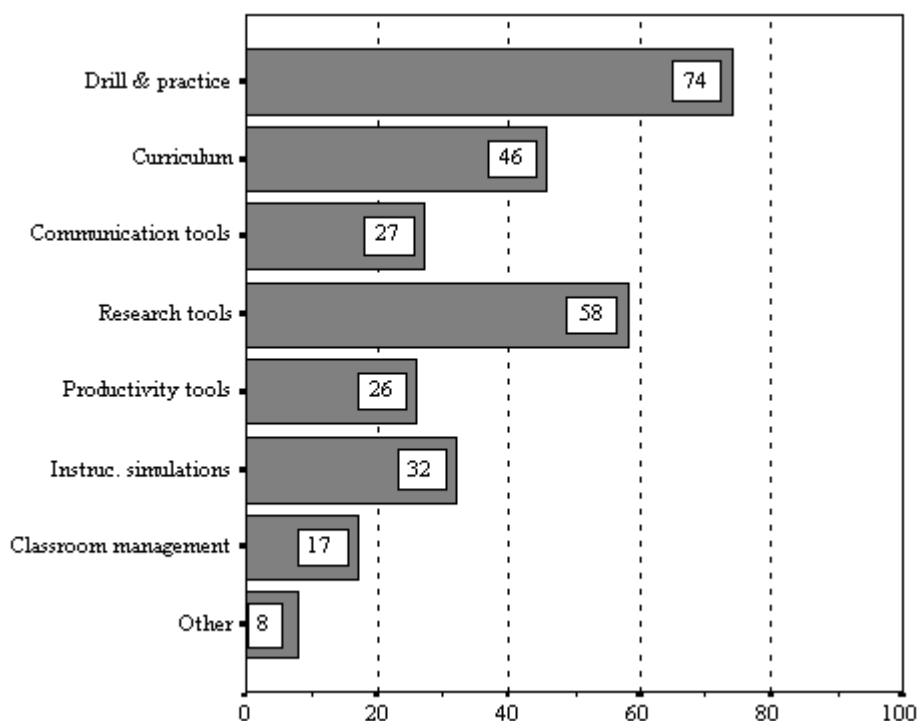


Figure 12: School Coordinator Response Option Percentages for Question 4
(How is technology used in ESS classrooms?)

School coordinators were then asked how often ESS and regular classroom teachers consulted on the design of instruction and/or goals. Nearly half (42%) reported such consultation took place as needed throughout the school year. Approximately a fourth indicated regular classroom teachers teach their students in ESS (29%) or regularly throughout the school year (24%). When asked how often they consulted on student performance, about a third each of the respondents said at least once a month (32%); N/A, indicating that the regular teacher was the ESS teacher (29%); or at least once a week (26%).

Respondents were then asked how often ESS teachers and parents consulted on student goals and student performance. More than two thirds (68%) responded that consultation on student goals took place as needed throughout the school year, 18% reported regular consultation throughout the school year, and 10% reported no consultation. For consultation on student performance, about equal numbers reported consultation at report card time (40%) and at least monthly (39%), while 12% reported no consultation between ESS teachers and parents.

The next two questions dealt with consultation between ESS teachers and students on student goals and student performance. About half reported consultation on student goals as needed throughout the school year (51%) and regularly throughout the school year (43%). For consultation on student performance, more than half (55%) reported at least weekly, 31% said at least monthly, and 11% said only at report card time.

For a comparison among the above three questions regarding consultation between ESS teachers and either regular teachers, parents, or students regarding student goals, see Table 8. For a comparison among the above three questions regarding consultation between ESS teachers and either regular teachers, parents, or students regarding student performance, see Table 9.

Table 8: School Coordinator Response Option Percentages for Questions 11, 13, and 15

Response Option	#11: How often do ESS teachers and <i>regular classroom teachers</i> consult on the design of instruction and/or goals?	#13: How often do ESS teachers and <i>parents</i> consult on student goals?	#15: How often do ESS teachers and <i>students</i> consult on student goals?
	Percentage	Percentage	Percentage
Regular classroom teachers teach their students in ESS	29%	—*	—*
Regularly throughout school year	24%	18%	43%
As needed throughout school year	42%	68%	51%
Only prior to the start of school	2%	3%	1%
Not at all	2%	10%	5%

*Not a response option.

Table 9: School Coordinator Response Option Percentages for Questions 12, 14, and 16

Response Option	#12: How often do ESS and <i>regular classroom teachers</i> consult on student performance?	#14: How often do ESS teachers and <i>parents</i> consult on student performance?	#16: How often do ESS teachers and <i>students</i> consult on student performance?
	Percentage	Percentage	Percentage
At least once a week	26%	8%	55%
At least once a month	32%	39%	31%
Only at report card time	10%	40%	11%
Not at all	4%	12%	3%
N/A (regular teacher is ESS teacher)	29%	—*	—*

*Not a response option.

When asked what were the most important ESS outcomes for the students, 98% indicated enhanced academic achievement. More than two thirds (70%) selected increased motivation and more than half (56%) selected increased self-esteem. See Figure 13 for response percentages for each response option. Of the 6% who selected the "other" response, 15% mentioned improving grades or academic performance, 13% mentioned earning credits, 12% mentioned graduation or promotion, 7% mentioned improving test skills or test scores, and 7% mentioned completing assignments or homework; the remaining comments were miscellaneous.

Next, respondents were asked to indicate, from a list of options, all of the forces that helped ESS to succeed in their school. Nearly three fourths (73%) selected excellent relationships among staff, followed by a clear support or mandate from the district or other political actions (59%). About half selected clear support from parents or community (50%) and outstanding principal/coordinator administration (46%). See Figure 14 for response percentages for each response option. Of the 9% who selected the "other" response, 40% mentioned teachers or staff, 12% each noted transportation and students' interest, and the remaining comments were miscellaneous.

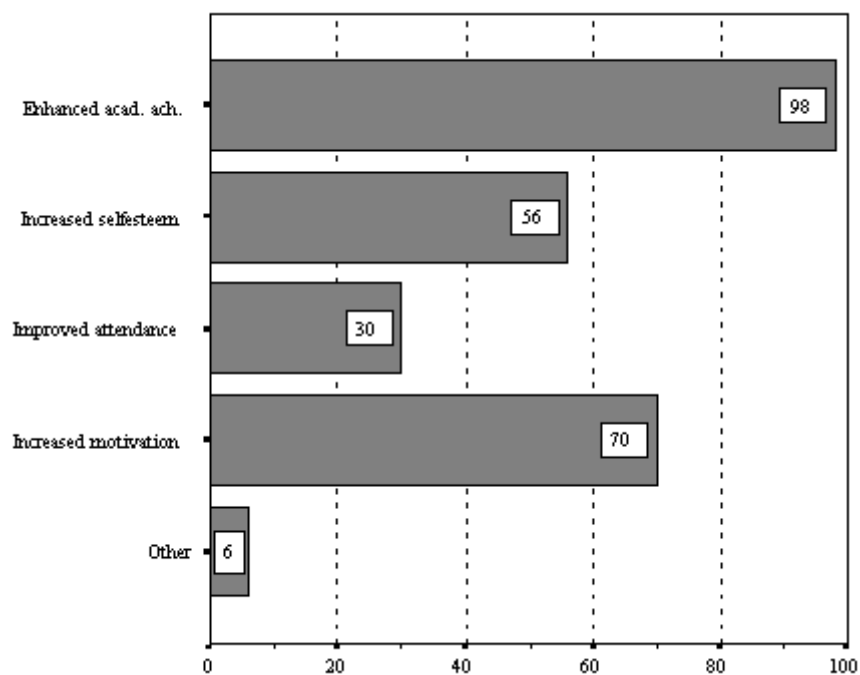


Figure 13: School Coordinator Response Option Percentages for Question 17
(What are the most important ESS outcomes for the students?)

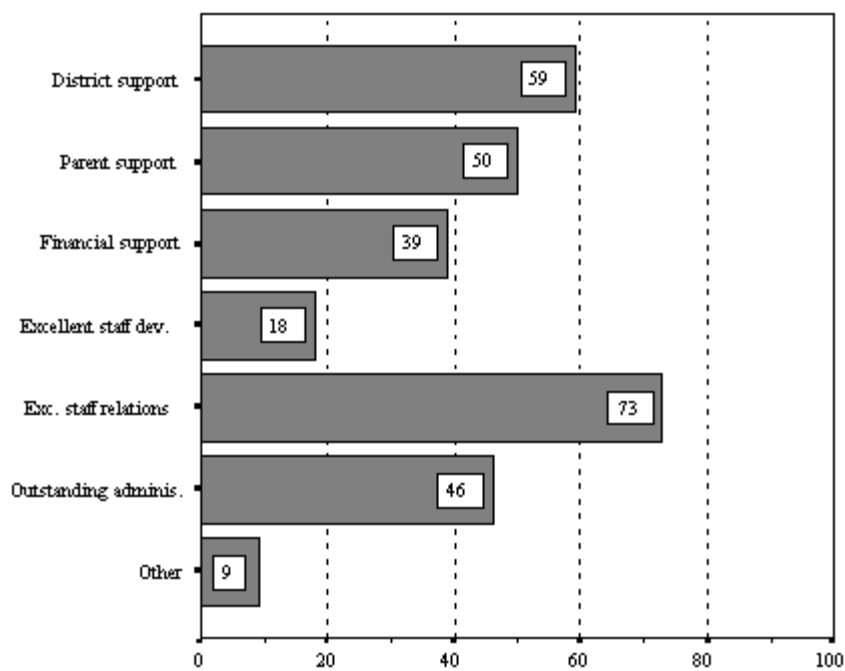


Figure 14: School Coordinator Response Option Percentages for Question 18
(What forces have helped ESS to succeed at your school?)

When asked what problems or obstacles had been encountered in implementing ESS in their schools, respondents selected all of the response options to a varying extent. Nearly half (46%) noted student transportation, 35% noted inadequate financial support, and 20% noted opposition or demands from students. See Figure 15 for response percentages for each response option. Of the 26% who selected the "other" response, 23% mentioned an inadequate number of teachers, 16% mentioned students' lack of interest, 13% mentioned scheduling conflicts between the ESS sessions and other activities, 11% mentioned lack of parent support, and 8% mentioned lack of time by both students and teachers; the remaining comments were miscellaneous in nature.

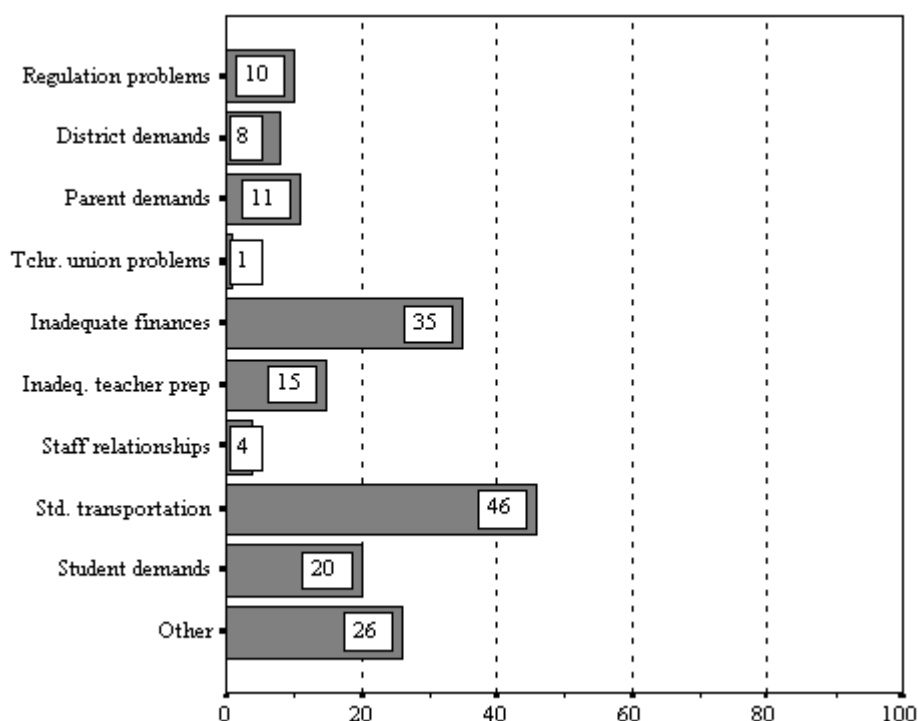


Figure 15: School Coordinator Response Option Percentages for Question 19
(What problems or obstacles have been encountered in implementing ESS at your school?)

When asked to describe the overall effectiveness of ESS in their school, nearly two thirds (60%) described it as good, 28% said excellent, 11% said fair, and only 1% described the ESS effectiveness as poor. School coordinators were then asked whether providing funds through the SEEK formula or continuing funding through separate categorical funds would be better for students and schools. In response, 88% indicated a preference for continuing separate categorical funding. When asked to explain their preference regarding funding (Question 22), 689 responded, with 77% providing comments in favor of categorical funding, such as more accountable or trackable, current system is working well, keeps funds from being diverted to other programs, retains funds for the ESS

program, and best meets the needs of students. Twelve percent were in favor of using the SEEK formula, noting that it would result in more money in general for ESS or specifically for instructional materials, site-based councils would better disperse SEEK funds, and would allow the hiring of more teachers. The remaining 11% of the comments were neutral. See Table 10 for further details regarding ESS funding.

Table 10: School Coordinator Summary of Open-Ended Comments for Question 22
(Why do you believe the option you chose for disbursing ESS funds would be better for students and schools?)

% Responses (N=689)	Category	Representative Comments
77%	<i>In favor of current system:</i> More accountable/trackable Working well as is Prevents funds from being diverted to other programs Best meets student needs Retains money for ESS More equitable/fair Keeps funds from being reduced Clear understanding of use Easier/less complicated Fewer problems/paperwork Miscellaneous	<ul style="list-style-type: none"> - This allows for the board to know how funds are disbursed. - I just know that it is working for us. - Funds would get lost in the rest of the school budget if they are part of the SEEK formula. - The funds would be more accessible for the school to use for their specific needs. - As a separate fund, ESS funds can be directed to the program without confusion. - This worked well in the past because allocations are made fairly and appropriately. - I feel like we are possibly receiving more money now than we would be through the SEEK.
12%	<i>In favor of SEEK formula:</i> Would result in more money in general Would result in more money for instructional materials Would better distribute funds Would allow more teachers Miscellaneous	<ul style="list-style-type: none"> - More funds would go to schools with greater needs. - More staff development and materials could be funded with ESS funds. - Our site-based council can make decisions on the best way to spend funds to meet student needs. - SEEK funds may be used to pay teacher salaries. - This would be more equal!
11%	Neutral	<ul style="list-style-type: none"> - Have no knowledge of the total budget (ESS) as to how allocations are determined. - I'm not familiar with the SEEK formula. - I am not sure how to allot money to students and which option would ease the flow to them, but I know that the money allotted to them for ESS summer school is NOT enough!

When asked to identify the major strengths of ESS in their schools (Question 23), nearly all respondents provided numerous strengths, for a total of 1,410 comments. Five main topics were noted: the ESS program (33%), teachers (31%), students (18%), staff (9%), and other (7%). Specific comments related to the ESS program included adherence to the program design, the focus on core content areas (reading, writing, math), the focus on individual student needs, the improved student performance, the low teacher/student ratio (small class size), the flexibility (including time, money, and scheduling), and other idiosyncratic responses.

Specific teacher-related comments included the commitment/dedication and desire of teachers to help students, the experience and qualifications of the ESS teachers, the quality of instruction, the communication and relationships between ESS and regular teachers, the collaboration and cooperation to provide services, the willingness of teachers to teach ESS, and other idiosyncratic responses.

Specific student-related comments included their desire to participate in the program and increase their academic achievement, their one-on-one time with teachers, helping students keep up with their classmates, their increased self-confidence and self-esteem, helping students avoid failing, giving students the extra time and/or help they needed, and other idiosyncratic responses.

Specific staff-related comments included their support and organization, the building-level support and leadership, the district-level support and cooperation, the excellence of staff, and their commitment to identifying students. Other comments focused on parental cooperation and support; the communication among teachers, students, and parents; and the participation by teachers, students, and parents. See Table 11 for further details regarding major strengths of ESS.

Coordinators were then asked to identify the biggest challenges faced by ESS in their schools (Question 24). Again, nearly all respondents provided multiple challenges, for a total of 1,099 comments. Lack of student interest, motivation, or participation made up 19% of the comments; transportation, 16%; miscellaneous idiosyncratic comments, 16%; inadequate funding/materials, 15%; inadequate number of teachers, 13%; lack of time, 8%; lack of parental involvement or support, 7%; program design/components, 5%; and referral system and student identification, 4%. See Table 12 for further details regarding challenges to ESS.

Table 11: School Coordinator Summary of Open-Ended Comments for Question 23
(What are the major strengths of ESS at your school?)

% Responses (N=1,410)	Category	Representative Comments
33%	<i>Program Components:</i> Adherence to program design Content focus Focus on ind. student needs Results (improved perf.) Low teacher/student ratio Flexibility Evaluation of std. progress Number students reached Materials/food provided Focus on lacking skills Summer program Innovative/creative/new Morning program Aligned with stands./tests	<ul style="list-style-type: none"> - The root strength of our program is that we have a solid, student-centered program with a diversity of components for students. - We serve in all core areas three days each week. - We have specific target areas to accommodate individual student needs. - Improved student achievement throughout year. - Small student/teacher ratio (5:1). - Flexible programs according to needs. - Pre and post testing (placement/accountability). - Open to all students, any content area. - Students enjoy snacks after school, materials provided to individual students. - Focuses on academic weaknesses of students. - Summer programs that teach and enrich.
31%	<i>Teachers:</i> Caring/commitment Knowledgeable/experienced Good quality instruction Communication Collaboration with others Willing to teach ESS Small group instruction	<ul style="list-style-type: none"> - Our ESS teachers are dedicated to working with our ESS students and have a genuine desire in seeing that our students succeed. - Excellent qualified teaching staff. - Students are kept on-task with various instructional strategies, re-teaching, cooperative learning groups. - The teachers working together to help students to improve academically.
18%	<i>Students:</i> Desire to attend/participate One-on-one time with tchr. Keep up with other students Increased self-esteem Keep from failing Extra time and/or help Able to ride bus Relationships with teachers Have fun while learning Lower dropout rate	<ul style="list-style-type: none"> - The students wanting to come to ESS and asking when it is going to start this year. - Individual attention to each student. - It helps students make up work that has been missed. - ESS helps our "at-risk" students by improving their self-esteem as well as academic achievement. - Helps students who are struggling and are motivated to overcome obstacles and pass class. - It allows the students a place to get extra help. - The relationships students build with teachers allow students to feel accepted no matter what their academic level may be.

Table 11 (continued)

% Responses (N=1,410)	Category	Representative Comments
9%	<i>Staff:</i> Knowledge/organization Building support/leadership District support/cooperation Excellent staff Commitment to students	<ul style="list-style-type: none"> - The major strength of ESS in our school is the staff. - Help, cooperation, and encouragement from the principal and staff. - Our school administration and district leaders have always given us the backing that we need. - Helping students who need help.
7%	<i>Other:</i> Parent cooperation/support Relationships among groups Participation among groups	<ul style="list-style-type: none"> - Parents willing to allow their child to stay in ESS, even when it meant them transporting them home. - Cooperation among students, parents, teachers. - Communication to students and parents about ESS.
2%	Miscellaneous	<ul style="list-style-type: none"> - This is my first year. - We have a new principal who is changing the way the program has been carried out. - Inadequate funds. - Apathy on the part of students and parents.

When asked to suggest recommendations for improvements to their ESS programs (Question 25), the majority of coordinators responded, some with multiple suggestions, for a total of 776 comments. Almost a third of the comments (29%) focused on additional funds and/or salary increases; miscellaneous responses, 23%; additional professional development, 9%; program/instruction changes, 8%; guideline/policy changes, 8%; additional transportation, 8%; expanding/broadening services, 5%; changing the session days, 4%; hiring additional teachers, 3%; and improving communications, 3%. See Table 13 for further details regarding suggested improvements to ESS.

Finally, respondents were given the opportunity to add other ESS-related comments (Question 26). Less than half of the school coordinators responded, some with multiple responses, for a total of 416 comments. Nearly two thirds (65%) were endorsements of the program or its components or outcomes. The majority of these were program related, but some were student-focused and others were teacher/staff-focused. The remaining comments were recognition of improvements that could be made locally (13%), miscellaneous in nature (12%), or a request for a funding or regulation change (11%). See Table 14 for further details regarding additional ESS comments.

Table 12: School Coordinator Summary of Open-Ended Comments for Question 24
(What are the biggest challenges faced by ESS at your school?)

% Responses (N=1,099)	Category	Representative Comments
19%	Lack of student interest, motivation, attendance	<ul style="list-style-type: none"> - We need to get more of our students to participate. - Lack of motivation among students and parents. - All students who need to attend do not.
16%	Transportation	<ul style="list-style-type: none"> - Our area is so widespread it's hard for two buses to cover the area. - Paying for transportation because it takes so much out of the budget that very little is left over to run a program.
16%	Miscellaneous	<ul style="list-style-type: none"> - Getting away from just "tutoring." - We have difficulty encouraging our upper classmen to attend because many of them go to work as soon as the regular school day is complete.
15%	Inadequate funding/ materials	<ul style="list-style-type: none"> - Additional funding to support the curriculum for hands on (manipulatives, field trips, etc.). - More money is needed to help fund ESS in schools that are not 50% free/reduced lunch.
13%	Inadequate number of teachers	<ul style="list-style-type: none"> - We do not have enough ESS staff hired to do an adequate job. - The biggest challenge at our school is staffing the ESS program with certified personnel.
8%	Lack of time	<ul style="list-style-type: none"> - Time for teachers to collaborate. - Students are failing classes and need help with homework. Tutoring program does not have time to help all students with different homework assignments.
7%	Lack of parent involvement/support	<ul style="list-style-type: none"> - Getting parents to see the need of encouraging their students to attend ESS every day. - Lack of response by parent to invitation for their child to attend or refusal of offered services.
5%	Program design/ components	<ul style="list-style-type: none"> - We need a better school-wide tutoring plan. - Having smaller teacher/student ratios.
4%	Referral system/ identification of students	<ul style="list-style-type: none"> - Our goal is to get all students in our school reading at or above grade level. This is a big challenge. - Teachers doing referrals for their students.

Table 13: School Coordinator Summary of Open-Ended Comments for Question 25
(What recommendations would you make to improve ESS?)

% Responses (N=776)	Category	Representative Comments
29%	Additional funding and/or salary increases	<ul style="list-style-type: none"> - More money to allow more days of ESS. - Money to supplement learning beyond school walls. - Pay increases would encourage teacher participation.
23%	Miscellaneous	<ul style="list-style-type: none"> - Make it mandatory when children are failing. - Lower class sizes or less broad age spans. - I have no recommendations for improving ESS.
9%	Professional development/ staff training/workshops	<ul style="list-style-type: none"> - More training on rules/regulations of program. - More training for teachers on how to help students with so many different skills.
8%	Program design or instruction	<ul style="list-style-type: none"> - Provide practical living/arts and humanities enrichment to improve CATS scores. - ESS needs to be fun and innovative, as interesting as possible, not just an extension of class.
8%	Policy/regulations/ guidelines	<ul style="list-style-type: none"> - Reduce some of the restrictions on how the money can be used. - Let individual districts use the ESS funds and set up the program according to our needs.
8%	Transportation	<ul style="list-style-type: none"> - Find a way to offset the cost of transportation so that we could have money to service more kids. - More money for transportation or have it provided (not out of budget).
5%	Expand/broaden services	<ul style="list-style-type: none"> - All students "at risk" should attend. - We are working to identify earlier and better. - Would be a good service to offer the low middle achievers (from apprentice to proficient).
4%	Change days/sessions	<ul style="list-style-type: none"> - Change time from after school to academy weeks. - Make summer programming a bigger option, when more children and teachers are available.
3%	Hire additional teachers	<ul style="list-style-type: none"> - More teachers so we could recommend more students and still have small classes. - Aides to work with teachers.
3%	Improve communications	<ul style="list-style-type: none"> - Time should be allotted for ESS parents and ESS teachers to meet (teacher should be paid). - Community awareness of what ESS is and how it affects learning.

Table 14: School Coordinator Summary of Open-Ended Comments for Question 26
(What else should we know about ESS?)

% Responses (N=416)	Category	Representative Comments
65%	Endorsement of program, components, or outcomes	<ul style="list-style-type: none"> - I feel ESS has been very beneficial to our school and our students. - Our successes stem from our principal, site-based decision making council, and central office support. - ESS is a very effective way to create a very positive teacher, student, parent connection. - Many students have gotten the extra push they need from ESS attendance. - A great program that helps kids. - It is a very beneficial program for our schools. (I am sure you already know this, though!) - It has been a great benefit for our children.
13%	Recognition of improvements that could be made locally	<ul style="list-style-type: none"> - It seems as though ESS has not helped all students reach their academic potential. - It works if students continue for the duration and not just for less than five sessions. - Parents must see that students attend.
12%	Miscellaneous	<ul style="list-style-type: none"> - We emphasized reading and math more than the other subjects. - Too much money is spent on transportation around the state. - Students are very tired after a six-hour day.
11%	Request for funding or regulation change	<ul style="list-style-type: none"> - Classroom should be limited to 10 students. Teachers cannot expect improvement in performance if students of several grade levels are combined and classrooms are overloaded. - It doesn't make sense to me that funding is reduced when test scores go up. It seems that monies allocated should at least stay the same. - I would like to incorporate enrichment activities and not place as much emphasis on at-risk students.

Significant Differences

Nonparametric chi-square tests of independence were conducted to determine if significant differences existed between the district and school ESS coordinators' responses on selected-response items that were asked of both groups. Eleven of 19 items were found to have statistically significant differences ($p < .05$) between the two groups for some of the response options. The reader should note that these differences may be due to statistical power (large sample size) rather than practical meaningfulness, especially since a measure of association (Cramer's V) found only weak associations between the items and respondent grouping (all less than .32 with a 1.0 representing a perfect association). Therefore, some caution should be used when interpreting the results of the statistically significant items described below.

- When asked which of seven responses were the most common reasons for students to receive ESS, significantly more district coordinators selected the two options of in danger of failing or in danger of dropping out; significantly more school coordinators selected the option of improving self-esteem.
- When asked how students were selected for ESS, significantly more district coordinators selected the two options of teacher recommendation and student request.
- When asked what subjects were being taught in ESS, significantly more district coordinators selected the options of reading, science, math, English, and social studies; significantly more school coordinators selected the other option.
- When asked how technology was used in ESS sessions, significantly more district coordinators selected the options of drill and practice, curriculum, communication tools, research tools, and productivity tools; significantly more school coordinators selected the other option.
- When asked if school-level ESS coordinators and ESS teachers had received staff development related to ESS, significantly more district coordinators responded affirmatively, yet significantly more school coordinators thought such training was adequate for both ESS coordinators and ESS teachers.
- When asked what were the most important ESS outcomes for students, significantly more school coordinators selected the option of increased motivation.
- When asked what forces helped ESS to succeed, significantly more district coordinators selected the option of clear support/mandate from district and significantly more school coordinators selected the option of excellent relationships among staff.
- When asked what problems were encountered in implementing ESS, significantly more district coordinators selected the options of problems with state or district regulations, inadequate teacher preparation, and relationships among school staff.

CONCLUSIONS

Given the findings presented in the previous section, the following conclusions are made about Kentucky's Extended School Services (ESS) program based on the perceptions of district and school ESS coordinators. However, the reader should keep in mind that the statewide surveys comprise just one component of the comprehensive evaluation; therefore, the survey results should not be interpreted solely in isolation from the second component, which is the on-site school visits.

- Responses about why students receive ESS services are consistent. Both groups of coordinators agree that the main reasons are to help students in danger of failing and to improve students' academic achievement. Student referrals to ESS come most often from their teachers, followed by parental requests.
- There is a discrepancy between district and school coordinators as to the availability of professional development related to ESS, with more district coordinators indicating that both school coordinators and ESS teachers received such training.
- Meetings regarding instructional design and/or goals and consultation on student performance are reported to occur informally rather than on a regular basis, which may delay student progress. For example, ESS teachers and regular teachers, parents, or students most often meet on an as-needed basis regarding instructional design. For consultations on student performance, ESS teachers and regular teachers usually consult monthly, ESS teachers and parents usually meet when report cards come out, and ESS teachers and students usually meet on a weekly basis.
- The two coordinator groups agree that the most important outcomes for ESS students are enhanced student achievement and increased motivation. Both groups indicate that district support and excellent staff relationships are key forces that lead to success of the ESS program, with more district coordinators favoring district support and more school coordinators favoring staff relationships.
- The two coordinator groups agree that ESS funds should remain as a separate categorical fund and not become part of the Support Education Excellence in Kentucky (SEEK) formula, with coordinators most often stating that the current system works well and is more effective and efficient. Favorable responses for including ESS funds in the SEEK formula seem to be a function of coordinators' expectations that their districts or schools would receive additional money.
- Both coordinator groups agree that additional funding or increased salaries, expanded parameters of the ESS program design, and additional professional development are the most needed improvements.

- District and school coordinators believe the benefits of the ESS program outweigh the difficulties, given that both groups cited far more strengths than problems. Further, both groups are overwhelmingly positive in their ratings of the overall effectiveness of the ESS program.
- The statistically significant differences between the two groups suggest that the district coordinators view the ESS program as it was originally designed and the school coordinators view it through the lens of "being in the trenches." For example, more district coordinators indicate that core subject areas are taught in ESS and more school coordinators indicate that additional subjects are taught (such as writing, arts/humanities, study skills, computer applications, and foreign language).
- District and school coordinators have good understandings of their respective ESS programs, given the close alignment of responses between the selected- and constructed-response items and between the two separate groups. For example, staff relationships and collaboration, building-level support and administration, and district-level support all were either rated highly or mentioned frequently as a strength or helpful force. Similarly, inadequate finances and student transportation were both either rated highly or mentioned frequently as a problem or challenge to overcome. Two other challenges emerged from both the district and school coordinators' open-ended responses: a lack of student interest or participation and an inadequate number of teachers.

In summary, it can be concluded that the ESS program is viewed positively by the district and school coordinators in terms of helping to address the needs of students who are at risk academically. Further, there is agreement among coordinators regarding funding preferences for, strengths of, challenges to, and improvements needed for their respective ESS programs.

DISCUSSION AND RECOMMENDATIONS

Based on the findings and conclusions of the statewide surveys of ESS district- and school-level coordinators, a number of points are discussed below and specific recommendations are offered for KDE staff's review and reflection.

Transportation. Student transportation to and from ESS sessions was described as a strength of many ESS programs, yet was noted also as a major problem by many of the district and school coordinators. Specifically mentioned as challenges were bus expenses, bus driver salaries, bus scheduling, and bus maintenance.

- We recommend KDE staff and state board of education members collaborate on identifying possible solutions to such issues. For example, working closely with transportation staff, investigating alternative funding formulas such as the vocational education program, using non-ESS monies for transportation expenses, and seeking additional funds specifically for transportation are all avenues to explore.

ESS teachers. Many of the district and school coordinators cited various types of problems with recruiting, hiring, and retaining teachers for their ESS sessions. Specifically mentioned were inadequate numbers of ESS teachers, low ESS teacher salaries, limited time for ESS planning and/or teaching, and recruiting the “best” teachers for ESS.

- We recommend KDE staff explore ways to overcome the teacher salary issue. KDE staff could identify those districts experiencing ESS teacher recruitment problems and work with them to develop solutions. If the problem is teacher pay for ESS sessions and state or local regulations prevent increasing teacher salaries, perhaps KDE staff could be instrumental in finding ways to overcome those barriers, such as seeking waivers for current rules or regulations.
- We recommend KDE staff consider developing an incentive program for ESS teachers. For example, an “ESS Teacher of the Year” award program might be designed and implemented. The idea is to offer a significant award based on state-established criteria. The award, which could be regional or statewide, would be viewed as an honor that ESS teachers would strive to attain—and might even include a monetary component. This program may help attract teachers previously uninterested in the ESS program by generating opportunities for recognition of their efforts.

ESS professional development. Professional development for ESS coordinators and teachers was not universally available and was provided in varying degrees to the two groups of coordinators, according to survey responses. Further, some coordinators suggested using ESS funds for whole-school professional development sessions, such as enrichment, while others mentioned the usefulness of the ESS summer conferences, which were recently discontinued.

- We recommend professional development sessions that concentrate on the skills needed for teaching in an ESS environment be made available to all ESS teachers. Such topics could include ESS guidelines, diagnosing skills, tutoring, mentoring, and individualized instruction. This training would be specifically for teachers involved in the ESS program, not for faculty building-wide.
- We recommend professional development opportunities be made available to all ESS school and district coordinators. Survey responses indicate that ESS school coordinators are not receiving as much professional development as the district coordinators. This gap could be corrected easily by offering adequate professional development sessions, even though it may be harder to correctly identify incoming ESS school coordinators each semester or year. A related recommendation is for KDE staff to develop a more systematic method for maintaining up-to-date records in an ESS database. A current list of school-level coordinators was not available when AEL mailed the surveys statewide, and the list of schools assumed to have been currently operating an ESS program was outdated, as well.
- We recommend KDE staff consider re-instituting the large summer conference for ESS coordinators and teachers. It seems to be missed by those who experienced it earlier and the time may now be right to bring it back. The advantage of a special conference devoted to ESS is its provision of opportunities for a wider variety of professional development sessions that would be available to staff in any district. One large conference, in early or late summer, would provide an excellent opportunity for numerous professional development sessions for ESS coordinators, teachers, and staff. Too, the opportunities to share ESS program information, successes, and solutions to common problems would be greater at a large summer conference. The added value would be that professional associations and networking about ESS across the state may evolve from such a conference; for example, a statewide organization of professionals in ESS programs might emerge, which could be encouraged or at least supported by KDE staff.

Communications. Results of the district and school coordinator surveys point out some problems in the area of communications. Differences in perceptions were evident in responses from the two groups, i.e., the amount of professional development offered, the frequency of meetings between ESS and regular teachers, the frequency of meetings with parent and students, and the emphasis on core subjects taught in ESS sessions—with district coordinators more closely aligning with the parameters of the ESS policy and regulations.

- We recommend KDE staff communicate clearly that the ESS program, as implemented under current laws and regulations, is not designed as an enrichment program. A clear understanding of the specific nature and purpose of the ESS program may help avoid efforts to shift the focus of the statewide ESS program from struggling learners to all students.
- We recommend district ESS coordinators share their knowledge of the ESS program with their school ESS counterparts. This could be part of the professional development recommendation noted above or a separate sequence of communications or meetings to help school coordinators learn the “ins and outs” of the ESS program, its guidelines and regulations, and correct operating procedures.
- We offer a recommendation related to the frequency and regularity of meetings among various stakeholders in the ESS program. The survey results paint a picture of rather informal meetings regarding instructional design and/or goals between the ESS teachers and regular teachers, parents, and students. A more formal structure, or simply more frequent communication, would help all parties involved more completely understand and set realistic student goals and monitor student progress.

Funding procedures. Both district and school coordinators were strongly in favor of continuing the current funding mechanism for ESS programs, indicating that the current system is both effective and efficient.

- We recommend KDE staff maintain their current mechanism of categorical funding for the individual ESS programs. Nearly all coordinators agreed this system worked well and felt funds were distributed equitably.

Student motivation/participation. District and school coordinators repeatedly brought up the issue of a lack of student interest in/motivation for participating in available ESS programs.

- We recommend KDE staff work closely with ESS coordinators and teachers to investigate ways to increase students' interest and involvement in the ESS program. Identified successful methods could be included in the best practices resource described below. Schools or districts could possibly apply for innovative grant money to fund focused, intensive efforts to increase students' awareness of and interest in the ESS program. Other possibilities include modifying current individual ESS programs to make them “more fun” for students by introducing creative, innovative instructional strategies to better capture students' interest or experimenting with an incentive system to provide more extrinsic, short-term milestones to give students a sense of accomplishment throughout their participation in the ESS program (in addition to the intrinsic, long-term goal of increasing their academic achievement).

Best practices resource. Responses to open-ended questions asked of the nearly 1,000 school and district coordinators confirm there are many successful programs operating in many schools in Kentucky. Further, many responses provided brief explanations of why particular ESS programs were successful. Numerous innovative and creative ESS methods were described briefly by both district and school coordinators.

- We recommend KDE staff formalize and fund the process for obtaining ESS “best practices” and develop a resource tool that would be available to all ESS coordinators. While KDE staff would initiate this effort, ESS staff in one or more districts could be financially compensated for spearheading the initiative and gathering submissions from all ESS programs. The final product could be either a print or electronic format, or both. In its final form, the resource would be a compendium of the innovative and creative ESS programs or program components supplied by Kentucky educators, and could also include a segment on student motivation, as mentioned earlier. We understand there is such an effort currently underway by KDE staff, but survey responses indicate very limited awareness of such an undertaking. Therefore, at the very least, KDE staff should increase the visibility of such a resource and its potential utility for the ESS program statewide.

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APPENDIXES

Appendix A:
Six-Step Selection Process
for Sample Schools

ESS Project: School Selection

Because ESS is a program designed to provide additional and timely instruction to students who need more time to meet achievement goals, one measure of the effectiveness of an ESS program within a school is a lack of wide variations in performance among subgroups within a school. Ideally, no child would be left behind: teachers would regularly assess each student for mastery of key skills and content and obtain additional help, including ESS, for students struggling to keep pace.

To identify schools for further analysis as to the effectiveness of ESS an intervention program, the KDE data on student performance for 1999-2000 was analyzed. (Data for 2000-2001 is not available.) The data file used contains performance data on numerous subgroups of students in each school. The subgroups relate to gender, ethnicity, socio-economic status and participation in various programs, including ESS. On each student's test form, a teacher or administrator at the school were asked to identify the student's participation in various programs in the school. More than half the schools in the state identified students as participating in ESS.

At each school level (elementary, middle and high), this procedure was used to select a pool of schools for analysis:

- 1) Schools without CATS scores for ESS participants were eliminated;
- 2) Schools with relatively small populations of students qualifying for the free and reduced lunch program were eliminated; at the elementary level, only schools with more than 25% free/reduced lunch eligibility were included; the thresholds for middle and high schools were 20% and 10% respectively.
- 3) The schools were rank ordered from highest to lowest based on the overall academic index score for all students. (The academic index includes scores for reading, math, social studies, science, writing, arts and humanities, and practical living/vocational studies.)
- 4) The additional data for these schools includes academic index scores for ESS participants, free/reduced lunch participants and African-American students, plus these additional indicators: percentage of students in the school participating in free/reduced lunch, percentage of African-American students, the percent of novice level readers in

2000, the reduction in the percentage of novice and apprentice readers (novice only in middle schools) from 1994 to 2000, the school's accountability status, the retention rate and, for high schools, the dropout rate.

- 5) Schools were then placed in two groups:
 - a. Schools where students in ESS, free/reduced lunch students and African-American students were all scoring within 10 points of the school average;
 - b. Schools where students in the same subgroups were scoring more than 10 points below the school average (a few schools with ESS scores well above the state average, but free/reduced lunch students and minority students scored well below the average were also included).
- 6) Finally, schools that are generally representative of Kentucky schools and students on the basis of geography and demography were selected; and no more than one school (except for Jefferson and Fayette County elementary schools) was chosen from any district in any of the sub-categories.

Thus, all the schools on the following lists are relatively high performing schools based on their overall school scores. The first group of schools is also relatively successful with minority and economically disadvantaged students. The other group of schools has been relatively successful with some students but has not been as successful with minority and economically disadvantaged students.

Appendix B:
ESS District Coordinator Questionnaire



Kentucky Extended School Services Program: District ESS Coordinator Questionnaire

Please indicate which responses to the following questions most closely match the practices of the ESS program in your school district (fill in response circles completely). All responses will be kept confidential.

1. What are the most common reasons that students receive ESS? **(select all that apply)**

- | | |
|---|---|
| <input type="radio"/> In danger of failing | <input type="radio"/> To sustain present level of performance |
| <input type="radio"/> In danger of dropping out | <input type="radio"/> To extend learning time |
| <input type="radio"/> To improve academic achievement | <input type="radio"/> Other: _____ |
| <input type="radio"/> To improve self-esteem | |

2. How are most of the district's students selected for ESS? **(select all that apply)**

- | | |
|--|--|
| <input type="radio"/> Teacher recommendation | <input type="radio"/> Standardized test scores |
| <input type="radio"/> Parent request | <input type="radio"/> Other: _____ |
| <input type="radio"/> Student request | |

3. What subjects are being taught in the ESS program? **(select all that apply)**

- | | |
|-------------------------------|--------------------------------------|
| <input type="radio"/> Reading | <input type="radio"/> English |
| <input type="radio"/> Science | <input type="radio"/> Social Studies |
| <input type="radio"/> Math | <input type="radio"/> Other: _____ |

4. How is technology used in ESS classrooms? **(select all that apply)**

- | | |
|---|---|
| <input type="radio"/> Drill & practice/academic games | <input type="radio"/> Productivity tools |
| <input type="radio"/> Curriculum | <input type="radio"/> Instructional simulations |
| <input type="radio"/> Communication tools | <input type="radio"/> Classroom management |
| <input type="radio"/> Research tools | <input type="radio"/> Other: _____ |

- | | Yes | No |
|---|-----------------------|-----------------------|
| 5. Did you receive staff development related to ESS? | <input type="radio"/> | <input type="radio"/> |
| 6. If you received staff development, was it adequate? | <input type="radio"/> | <input type="radio"/> |
| 7. Did school-level ESS coordinators in your district receive staff development related to ESS? | <input type="radio"/> | <input type="radio"/> |
| 8. If they did, was the staff development adequate? | <input type="radio"/> | <input type="radio"/> |

- | | Yes | No |
|---|-----------------------|-----------------------|
| 9. Did ESS teachers in your district receive staff development related to ESS? | <input type="radio"/> | <input type="radio"/> |
| 10. If they did, was the staff development adequate? | <input type="radio"/> | <input type="radio"/> |
| 11. Did non-ESS teachers in your district receive staff development related to ESS? | <input type="radio"/> | <input type="radio"/> |
| 12. If they did, was the staff development adequate? | <input type="radio"/> | <input type="radio"/> |
| 13. How often do ESS and regular classroom teachers consult on the design of instruction and/or goals? | | |
| <input type="radio"/> Regular classroom teachers teach their students in ESS <input type="radio"/> As needed throughout school year | | |
| <input type="radio"/> Regularly throughout school year <input type="radio"/> Only prior to the start of school | | |
| <input type="radio"/> Regularly throughout school year <input type="radio"/> Not at all | | |
| 14. How often do ESS and regular classroom teachers consult on student performance? | | |
| <input type="radio"/> At least once a week <input type="radio"/> Only at report card time | | |
| <input type="radio"/> At least once a month <input type="radio"/> Not at all | | |
| <input type="radio"/> At least once a month <input type="radio"/> N/A (regular teacher is ESS teacher) | | |
| 15. How often do ESS teachers and parents consult on student goals? | | |
| <input type="radio"/> Regularly throughout school year <input type="radio"/> Only prior to the start of school | | |
| <input type="radio"/> As needed throughout school year <input type="radio"/> Not at all | | |
| 16. How often do ESS teachers and parents consult on student performance? | | |
| <input type="radio"/> At least once a week <input type="radio"/> Only at report card time | | |
| <input type="radio"/> At least once a month <input type="radio"/> Not at all | | |
| 17. How often do ESS teachers and students consult on student goals? | | |
| <input type="radio"/> Regularly throughout school year <input type="radio"/> Only prior to the start of school | | |
| <input type="radio"/> As needed throughout school year <input type="radio"/> Not at all | | |
| 18. How often do ESS teachers and students consult on student performance? | | |
| <input type="radio"/> At least once a week <input type="radio"/> Only at report card time | | |
| <input type="radio"/> At least once a month <input type="radio"/> Not at all | | |

19. What are the most important ESS outcomes for the students? **(select all that apply)**

- ☐ Enhanced academic achievement
- ☐ Increased self-esteem
- ☐ Improved attendance
- ☐ Increased motivation
- ☐ Other: _____

20. What forces have helped ESS to succeed in your district? **(select all that apply)**

- ☐ Clear support or mandate from district or other political actions
- ☐ Clear support from parents or community
- ☐ Additional financial support
- ☐ Excellent staff development and follow-up
- ☐ Excellent relationships among staff
- ☐ Outstanding administration (principal/coordinator)
- ☐ Other: _____

21. What problems or obstacles have been encountered in implementing ESS in your district? **(select all that apply)**

- ☐ Problems with state or district regulations
- ☐ Opposition or demands from key district, school, or other staff
- ☐ Opposition or demands from parents or community
- ☐ Problems with teacher unions
- ☐ Inadequate financial support
- ☐ Inadequate preparation of teachers or other school staff
- ☐ Problematic relationships among school staff
- ☐ Student transportation
- ☐ Opposition or demands from students
- ☐ Other: _____

22. Overall, how would you rate the effectiveness of ESS at your school?

- ☐ Excellent
- ☐ Good
- ☐ Fair
- ☐ Poor

23. Which option for disbursing ESS funds would be better for the students and schools?

- ☐ Provide to districts through the SEEK formula
- ☐ Continue to provide as separate categorical funds allotted to districts

24. Why do you believe the option you chose for disbursing ESS funds (see Question 23) would be better for students and schools?

25. What are the major strengths of ESS in your district?

26. What are the biggest challenges faced by ESS in your district?

27. What recommendations would you make to improve ESS in your district?

28. What else should we know about ESS?

Thanks for your cooperation in completing this survey. Your comments are important to us!

Appendix C:
ESS School Coordinator Questionnaire



Kentucky Extended School Services Program: School Principal/Building Coordinator ESS Questionnaire

Please select the best description of your role, your school, and your community (fill in response circles completely).

Role:

- ☐ ESS coordinator
- ☐ ESS coordinator and principal
- ☐ ESS coordinator and teacher
- ☐ Principal/assistant principal
- ☐ Classroom teacher
- ☐ Other role

School:

- ☐ Elementary school
- ☐ Middle/junior high
- ☐ High school
- ☐ Other building level

Community:

- ☐ Rural
- ☐ Suburban
- ☐ Urban

Please indicate which responses to the following questions most closely match the practices of the ESS program at your school. All responses will be kept confidential.

1. What are the most common reasons that students receive ESS? **(select all that apply)**

- ☐ In danger of failing
- ☐ In danger of dropping out
- ☐ To improve academic achievement
- ☐ To improve self-esteem
- ☐ To sustain present level of performance
- ☐ To extend learning time
- ☐ Other: _____

2. How are most of your students selected for ESS? **(select all that apply)**

- ☐ Teacher recommendation
- ☐ Parent request
- ☐ Student request
- ☐ Standardized test scores
- ☐ Other: _____

3. What subjects are being taught in the ESS program? **(select all that apply)**

- ☐ Reading
- ☐ Science
- ☐ Math
- ☐ English
- ☐ Social Studies
- ☐ Other: _____

4. How is technology used in ESS classrooms? **(select all that apply)**

- ☐ Drill & practice/academic games
- ☐ Curriculum
- ☐ Communication tools
- ☐ Research tools
- ☐ Productivity tools
- ☐ Instructional simulations
- ☐ Classroom management
- ☐ Other: _____

- | | Yes | No |
|--|--|---|
| 5. Did you receive staff development related to ESS? | <input type="radio"/> | <input type="radio"/> |
| 6. If you did, was the staff development adequate? | <input type="radio"/> | <input type="radio"/> |
| 7. Did ESS teachers at your school receive staff development related to ESS? | <input type="radio"/> | <input type="radio"/> |
| 8. If they did, was the staff development adequate? | <input type="radio"/> | <input type="radio"/> |
| 9. Did non-ESS teachers at your school receive staff development related to ESS? | <input type="radio"/> | <input type="radio"/> |
| 10. If they did, was the staff development adequate? | <input type="radio"/> | <input type="radio"/> |
| 11. How often do ESS and regular classroom teachers consult on the design of instruction and/or goals? | | |
| <input type="radio"/> Regular classroom teachers teach their students in ESS | <input type="radio"/> As needed throughout school year | <input type="radio"/> Only prior to the start of school |
| <input type="radio"/> Regularly throughout school year | <input type="radio"/> Not at all | |
| 12. How often do ESS and regular classroom teachers consult on student performance? | | |
| <input type="radio"/> At least once a week | <input type="radio"/> Only at report card time | |
| <input type="radio"/> At least once a month | <input type="radio"/> Not at all | |
| | <input type="radio"/> N/A (regular teacher is ESS teacher) | |
| 13. How often do ESS teachers and parents consult on student goals? | | |
| <input type="radio"/> Regularly throughout school year | <input type="radio"/> Only prior to the start of school | |
| <input type="radio"/> As needed throughout school year | <input type="radio"/> Not at all | |
| 14. How often do ESS teachers and parents consult on student performance? | | |
| <input type="radio"/> At least once a week | <input type="radio"/> Only at report card time | |
| <input type="radio"/> At least once a month | <input type="radio"/> Not at all | |
| 15. How often do ESS teachers and students consult on student goals? | | |
| <input type="radio"/> Regularly throughout school year | <input type="radio"/> Only prior to the start of school | |
| <input type="radio"/> As needed throughout school year | <input type="radio"/> Not at all | |

16. How often do ESS teachers and students consult on student performance?
- ☐ At least once a week
 - ☐ At least once a month
 - ☐ Only at report card time
 - ☐ Not at all
17. What are the most important ESS outcomes for the students? **(select all that apply)**
- ☐ Enhanced academic achievement
 - ☐ Increased self-esteem
 - ☐ Improved attendance
 - ☐ Increased motivation
 - ☐ Other: _____
18. What forces have helped ESS to succeed at your school? **(select all that apply)**
- ☐ Clear support or mandate from district or other political actions
 - ☐ Clear support from parents or community
 - ☐ Additional financial support
 - ☐ Excellent staff development and follow-up
 - ☐ Excellent relationships among staff
 - ☐ Outstanding administration (principal/coordinator)
 - ☐ Other: _____
19. What problems or obstacles have been encountered in implementing ESS at your school? **(select all that apply)**
- ☐ Problems with state or district regulations
 - ☐ Opposition or demands from key district, school, or other staff
 - ☐ Opposition or demands from parents or community
 - ☐ Problems with teacher unions
 - ☐ Inadequate financial support
 - ☐ Inadequate preparation of teachers or other school staff
 - ☐ Problematic relationships among school staff
 - ☐ Student transportation
 - ☐ Opposition or demands from students
 - ☐ Other: _____
20. Overall, how would you rate the effectiveness of ESS at your school?
- ☐ Excellent
 - ☐ Good
 - ☐ Fair
 - ☐ Poor
21. Which option for disbursing ESS funds would be better for the students and schools?
- ☐ Provide to districts through the SEEK formula
 - ☐ Continue to provide as separate categorical funds allotted to districts

22. Why do you believe the option you chose for disbursing ESS funds (see Question 21) would be better for students and schools?

23. What are the major strengths of ESS at your school?

24. What are the biggest challenges faced by ESS at your school?

25. What recommendations would you make to improve ESS?

26. What else should we know about ESS?

Thanks for your cooperation in completing this survey. Your comments are important to us!

Appendix D:
Completed Evaluation *Standards* Checklist

Checklist for Applying the Standards

To interpret the information provided on this form, the reader needs to refer to the full text of the standards as they appear in Joint Committee on Standards for Educational Evaluation, *The Program Evaluation Standards* (1994), Thousand Oaks, CA, Sage.

The Standards were consulted and used as indicated in the table below (check as appropriate):

Descriptor	The Standard was addressed	The Standard was partially addressed	The Standard was not addressed	The Standard was not applicable
U1 Stakeholder Identification	X			
U2 Evaluator Credibility	X			
U3 Information Scope and Selection	X			
U4 Values Identification	X			
U5 Report Clarity	X			
U6 Report Timeliness and Dissemination	X			
U7 Evaluation Impact	X			
F1 Practical Procedures	X			
F2 Political Viability	X			
F3 Cost Effectiveness	X			
P1 Service Orientation	X			
P2 Formal Agreements	X			
P3 Rights of Human Subjects	X			
P4 Human Interactions	X			
P5 Complete and Fair Assessment	X			
P6 Disclosure of Findings		X SUBMITTING REPORT ONLY TO KDE STAFF, NOT COORDINATORS		
P7 Conflict of Interest	X			
P8 Fiscal Responsibility	X			
A1 Program Documentation	X			
A2 Context Analysis	X			
A3 Described Purposes and Procedures	X			
A4 Defensible Information Sources	X			
A5 Valid Information	X			
A6 Reliable Information	X			
A7 Systematic Information	X			
A8 Analysis of Quantitative Information	X			
A9 Analysis of Qualitative Information	X			
A10 Justified Conclusions	X			
A11 Impartial Reporting	X			
A12 Metaevaluation	X			

The Program Evaluation Standards (1994, Sage) guided the development of this (check one):

- ☐ request for evaluation plan/design/proposal
☐ evaluation plan/design/proposal
☐ evaluation contract
☒ evaluation report
☐ other: _____

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